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NATIONAL DEFENSE UNIVERSITY 1985-1986 CATALOGUE

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WASHINGTON, D.C.

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National Defense University 1985-1986 Catalogue

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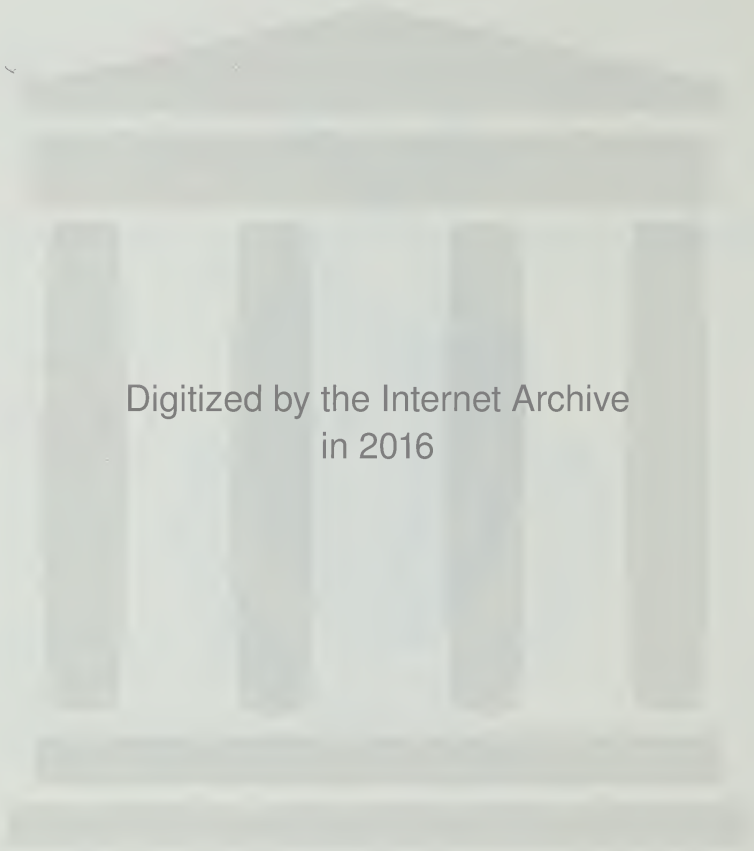

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THE PRESIDENT'S MESSAGE

The National Defense University is committed to providing our senior military officers and Federal civilians with the finest in joint professional education, and our national security community with valuable research on crucial issues. Nearing the tenth anniversary of our establishment by the Joint Chiefs of Staff, we fulfill this important mission through a University system whose colleges and institutes pursue their own unique goals while maximizing the many benefits offered by their close affiliation and sharing of common resources.

We continue to give the highest priority to ensuring that our students are prepared for key roles in their respective organizations throughout the Department of Defense, Department of State, and other Federal agencies involved in national security affairs. New initiatives designed to broaden the academic experience include an expanded International Fellows program whereby a small, select group of allied

officers, attending the University by invitation of the Chairman of the Joint Chiefs of Staff, participate in portions of the curriculum, in addition to fulfilling a traditional research requirement. These allied officers not only offer NDU students valuable firsthand insights into issues facing their regions, but return to their homelands with an increased understanding of the objectives and considerations guiding our own national security policies.

The National Defense University will continue the focus on its second major mission, research and study on issues of national and international security affairs. The students at the Industrial College of the Armed Forces and National War College will again have the opportunity to fulfill their research requirement by contributing to a study of immediate interest to one of the Services or Federal agencies which yearly tap our research capability. Matching the extensive pool of operational and academic student expertise with related, ongoing research projects not only serves to enhance the quality of the final product, but also gives our students a unique chance to make a timely and valuable contribution to studies of prime concern to the national security community.

Dr. Eugene V. Rostow, former Dean of Yale University and Director of the Arms Control and Disarmament Agency, and currently on the Yale faculty, has joined NDU as a Distinguished Visiting Professor of Law and Diplomacy. Dr. Rostow will share his exceptional experience in the fields of international law and foreign relations through a variety of advisory, teaching, and research capacities.

I welcome you to the National Defense University, and invite you to make the most of the unique and varied educational and professional development opportunities which we offer. In turn, we commit ourselves to excellence in preparing you to meet the many challenges you will face as a senior leader in our Nation's government.

Sincerely,

Richard D. Lawrence

RICHARD D. LAWRENCE
Lieutenant General, U.S. Army
President

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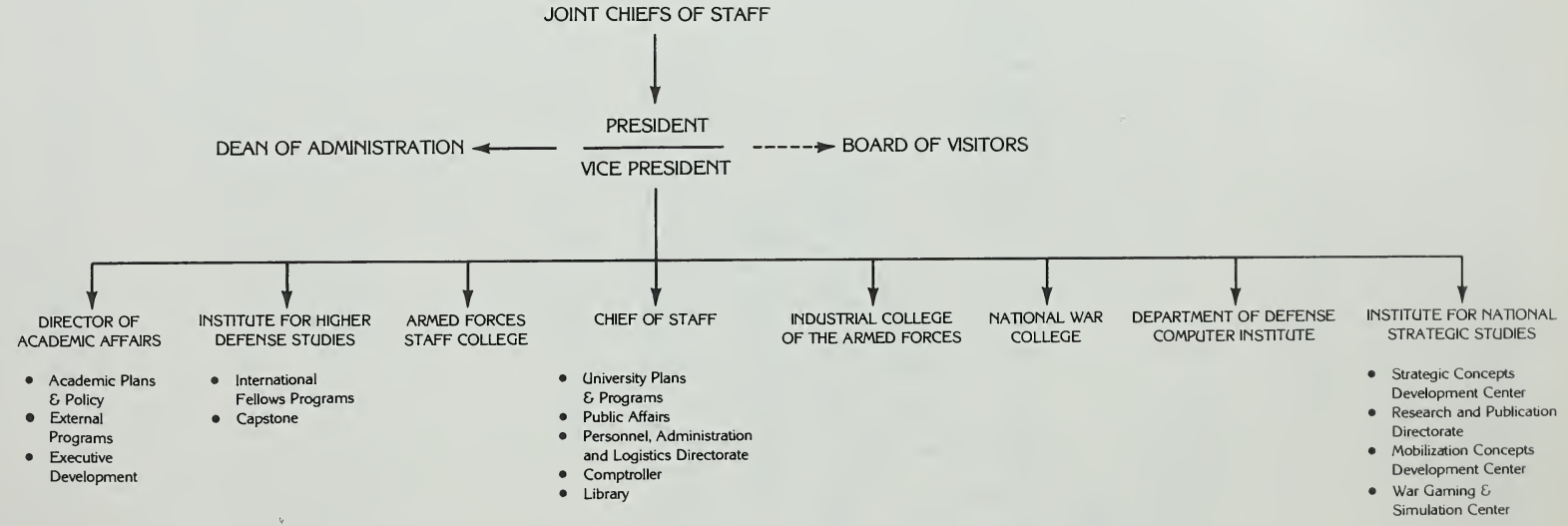
PART I
AN INTRODUCTION TO THE NATIONAL DEFENSE UNIVERSITY

NATIONAL DEFENSE UNIVERSITY



MISSION

The mission of the National Defense University is to ensure excellence in professional military education and research in the essential elements of national security.

Specifically, the National Defense University is tasked to:

— Prepare selected commissioned officers and civilian officials from the Department of Defense, Department of State, and other agencies of Government for command, management, and staff responsibilities in a multinational, intergovernmental, or joint national security setting. The curricula of the two senior colleges emphasize national security policy formulation, military strategy development, mobilization, management of resources for national security, and planning for joint and combined operations. The Armed Forces Staff College curriculum is designed to prepare midcareer officers for joint and combined staff duty. In addition to mission-specific education the colleges emphasize developing executive skills and improving competencies.

— Ensure continuing excellence in professional military education in the field of national security by providing a range of short programs, including correspondence courses, focusing on joint matters for study by selected commissioned officers and government officials from all Services, selected agencies of the U.S. Government, and friendly nations.

— Promote through the Department of Defense Computer Institute excellence in information resources management (IRM) education for executive users of information systems at senior and intermediate levels.

— Provide through the Institute for National Strategic Studies research and gaming resources for the benefit of the Secretary of Defense, the Joint Chiefs of Staff, the component colleges of the National Defense University, and other Federal departments and agencies involved in national security.

— Conduct short-range and long-range studies of national security policy, military strategy, the allocation and management of resources for national security, and civil-military affairs. Associated research is centered on college missions and is relevant to JCS and OSD study requirements. A goal of University research is to create a national repository of expertise on mobilization, military strategy, and joint/combined policy and plans.

— Promote understanding and teamwork among the Armed Forces and between them and those agencies of the Government and industry that contribute to national security.

ORGANIZATION

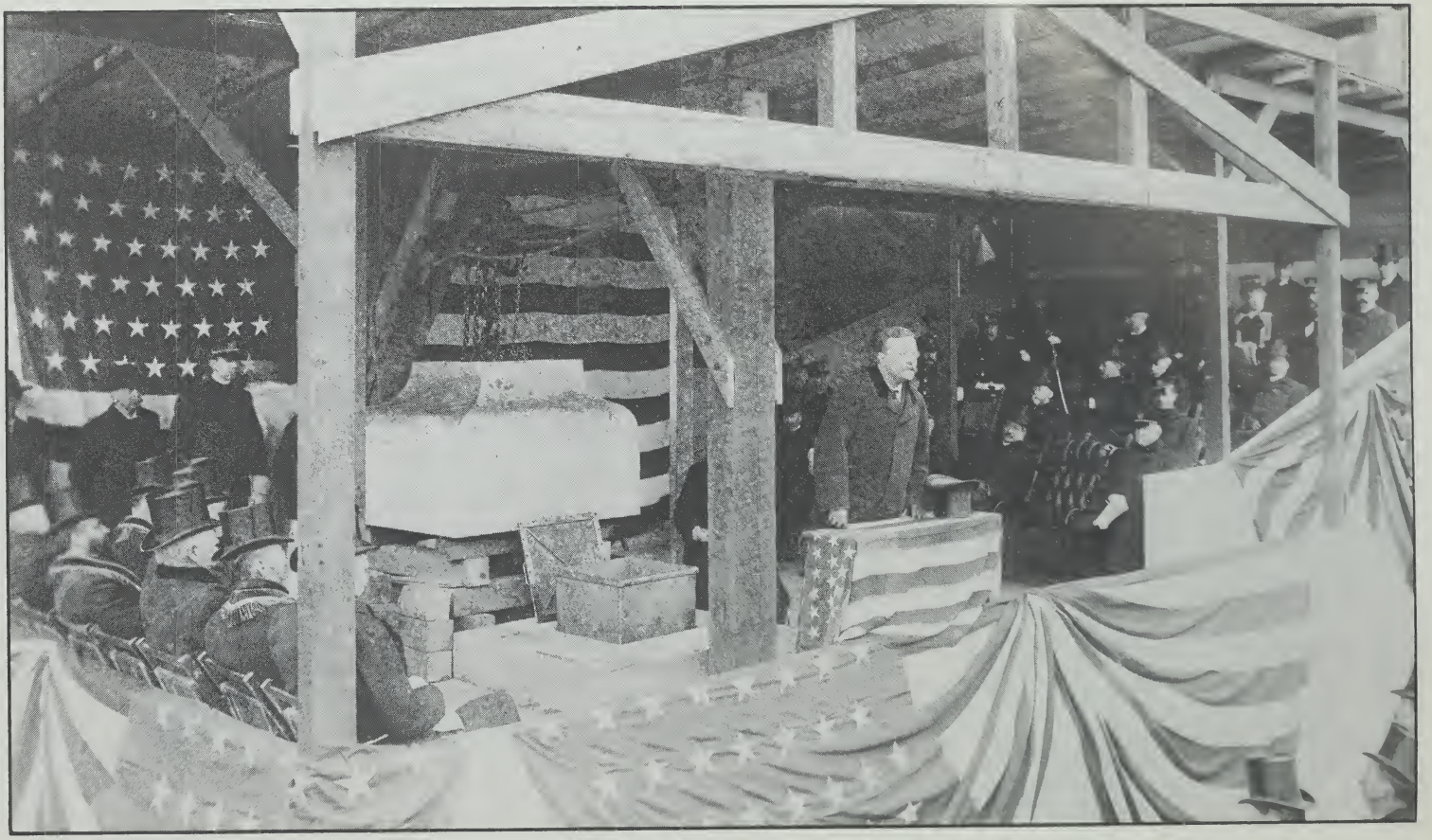
The President of the University is a lieutenant general or vice admiral chosen on a rotating basis from one of the military departments; the Vice President is a senior Foreign Service Officer appointed by the Department of State. A Chief of Staff reports directly to the President and provides a range of support functions to the University and colleges. The directors of the Institute for National Strategic Studies, Department of Defense Computer Institute, and Institute of Higher Defense Studies and the Director of Academic Affairs also report directly to the President.

The President's staff includes professionals with a combination of educational and military experience that enables them to assess ongoing academic programs, to interact with key Joint Chiefs of Staff and Department of Defense officials, to maintain liaison with the Service headquarters and other government agencies' staffs, and to work closely with civilian academic institutions.

The college commandants report directly to the University President, who provides them with policy guidance and direction. The commandants have principal responsibility for curriculum development, student activities, faculty development, and matters of college internal administration. College organization is more fully described in later sections.

The college faculties represent a wide range of disciplines and combine the diversified experience and technical expertise of the military profession with the disciplinary training and specialization of civilian education. More than half of the faculty members are military officers, divided almost equally among the Services. Their credentials reflect specialties relevant to the curricula of the colleges and they have outstanding records and requisite graduate education. The military faculty represents considerable military service in both operational and staff assignments. Some civilian faculty members are senior officials on loan from parent agencies, such as the State Department and U.S. Information Agency. Others are eminently qualified professors recruited from the academic community. Together they represent a rich and varied experience.

Lowell Bruce Laingen
Ambassador, Department of State
Vice President, National Defense University



President Theodore Roosevelt delivering the address at the laying of the cornerstone of the building which now bears his name

HISTORY

For most of our national lifetime, American scholarship in the profession of arms matured in each of our military forces more or less independently. Requirements for advanced studies for leaders of the Nation's land, sea, and air defense were met as they arose, and with distinction, by postgraduate colleges set up by and for the respective Services.

But twentieth-century technology's acceleration has imposed a growing need for interdependence: for closer ties among the Western allies, between America'a own armed Services and the industrial plant that arms them, and particularly among our military centers of higher learning and research.

This prompted the Joint Chiefs of Staff in 1976 to inaugurate the National Defense University (NDU), an historic pooling of our defense community's intellectual resources. At first made up of the National War College (NWC) and the Industrial College of the Armed Forces (ICAF), the University was joined in 1981 by the Armed Forces Staff College (AFSC), and a year later by the Department of Defense Computer Institute (DODCI). The NDU charter provides that a Foreign Service Officer of ambassadorial rank is Vice President of the University.

The colleges' support facilities were organized into four University directorates. Eliminating overlap therein freed resources, enabling the University to enroll more students without additional cost. The University has doubled its elective courses, upgraded its faculty's credentials, added an Executive Development Office, and expanded its research programs. As part of its expanding mission the University has also created three new research centers and the Institute of Higher Defense Studies.

The National War College brought to the union in 1976 more than three decades of experience in training Army and Navy officers to work closely together. The Industrial College contributed expertise in total national industrial and economic mobilization, and the Armed Forces Staff College brought 35 years of training officers of all Services for joint and combined staff duties.

The University's most venerable precursor, the Army War College, was founded in 1903. Although it had exchanged a few student officers with the Navy War College, founded in 1884, it was not until World War II that a true multi-Service institution emerged. This was the Army-Navy Staff College (ANSCOL), which began in 1943 to "train officers of the arms in . . . duties in unified and coordinated Army and Navy Commands." In 1946 came creation of the National War College, an ANSCOL institutional successor.

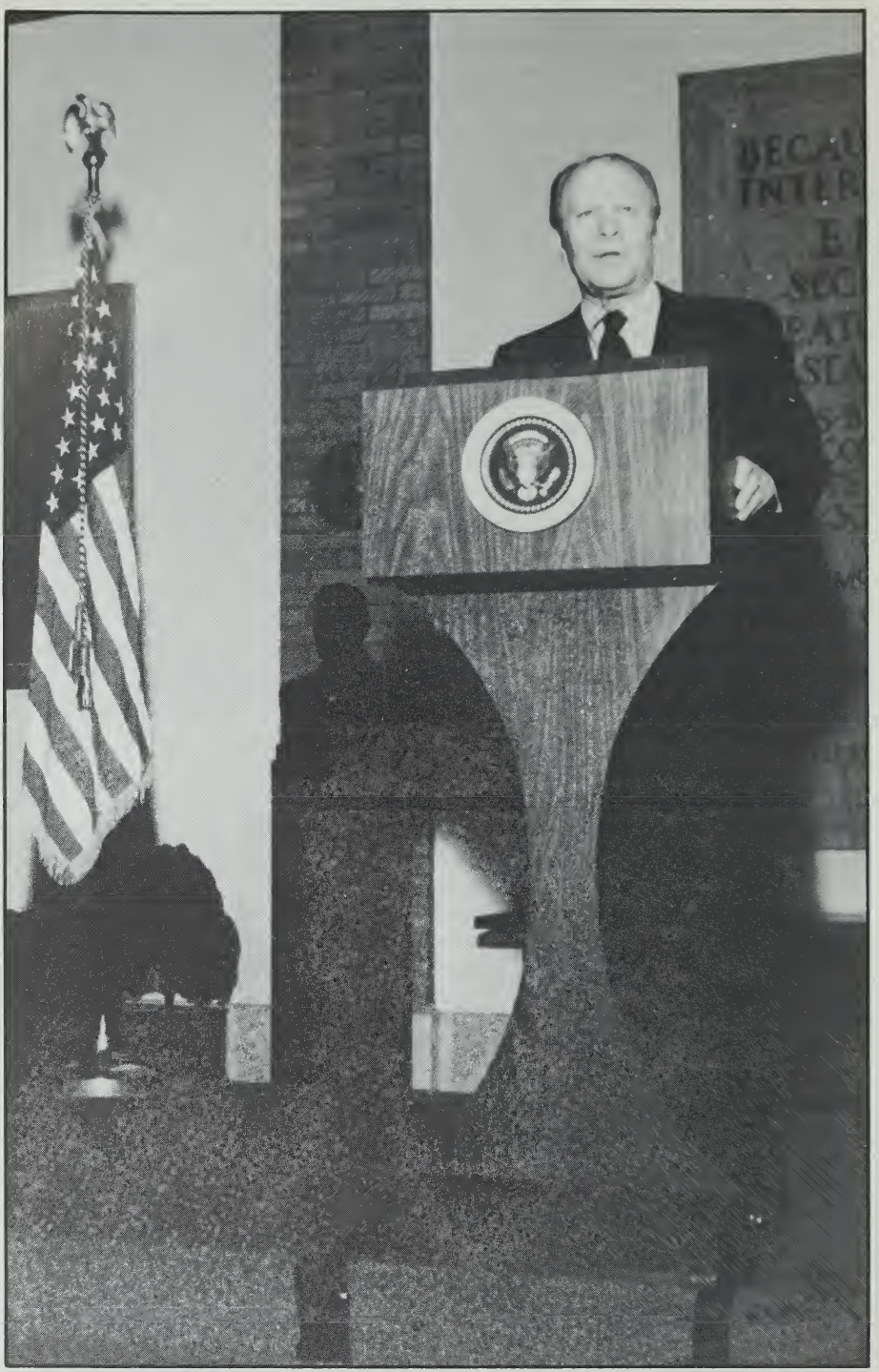
Then as now, NWC students pursued their year's work at Washington's Fort McNair in the splendid domed brick Theodore Roosevelt Hall, first occupied in 1907 by the Army War College and now designated a national historical landmark. Its neighbor to the northeast is Dwight D. Eisenhower Hall, home of the Industrial College.

World War I's lessons led to steps in 1920 to train military officers in the intricacies of industry's mobilization for modern war. After guidance from statesman-industrialist Bernard M. Baruch, the Army Industrial College opened its makeshift doors in 1924. Thereafter, its curriculum kept pace with technology's expansion and prepared the Nation's military-industrial partnership for the supreme tests of World War II.

Shortly after classwork that was suspended during the war was resumed in January 1946, the college became the Industrial College of the Armed Forces, with greater inter-Service focus. When the Industrial College moved from temporary quarters at Fort Lesley J. McNair to its new building there in 1960, the building was dedicated, on 6 September, by President Dwight D. Eisenhower, a graduate of the Class of 1933. Since that time, the college has added pioneering studies in emergency preparedness planning to its instruction in mobilization resource management.

Like the National War College, the Armed Forces Staff College also claims the Army-Navy Staff College as its predecessor. World War II demonstrated that mastery of joint and combined operations is a must of present-day warfare, and thus the Joint Chiefs of Staff established the Armed Forces Staff College on 24 June 1946 with this training mission. Under the Chief of Naval Operations, it set to work in its present location in Norfolk, Virginia, on 13 August of the same year.

Since then, the college has graduated two classes each year, with the staff, faculty, and students assigned by each Service to provide a joint atmosphere. With the construction of Normandy Hall in 1962, the college completed its transition from temporary to permanent institution and joined the National Defense University on 12 August 1981.



President Gerald R. Ford dedicating National Defense University
18 January 1977

OFFICE OF THE PRESIDENT

The President provides overall direction for University activities and is responsible for the conduct of all courses of study. He advises the Joint Chiefs of Staff (JCS) on professional military education issues, directs research and special studies for the offices of the Secretary of Defense and JCS, and promotes student, staff, and faculty research in relevant national security topics. The Vice President serves as the senior Department of State representative at the University in assisting the President in accomplishing the NDU mission. He provides advice and guidance in the areas of foreign policy and international relations to all University elements, and with the President maintains liaison with key government, private, and foreign officials. The President and Vice President are assisted by a small staff of professionals who provide executive, administrative, and protocol support.

STAFF

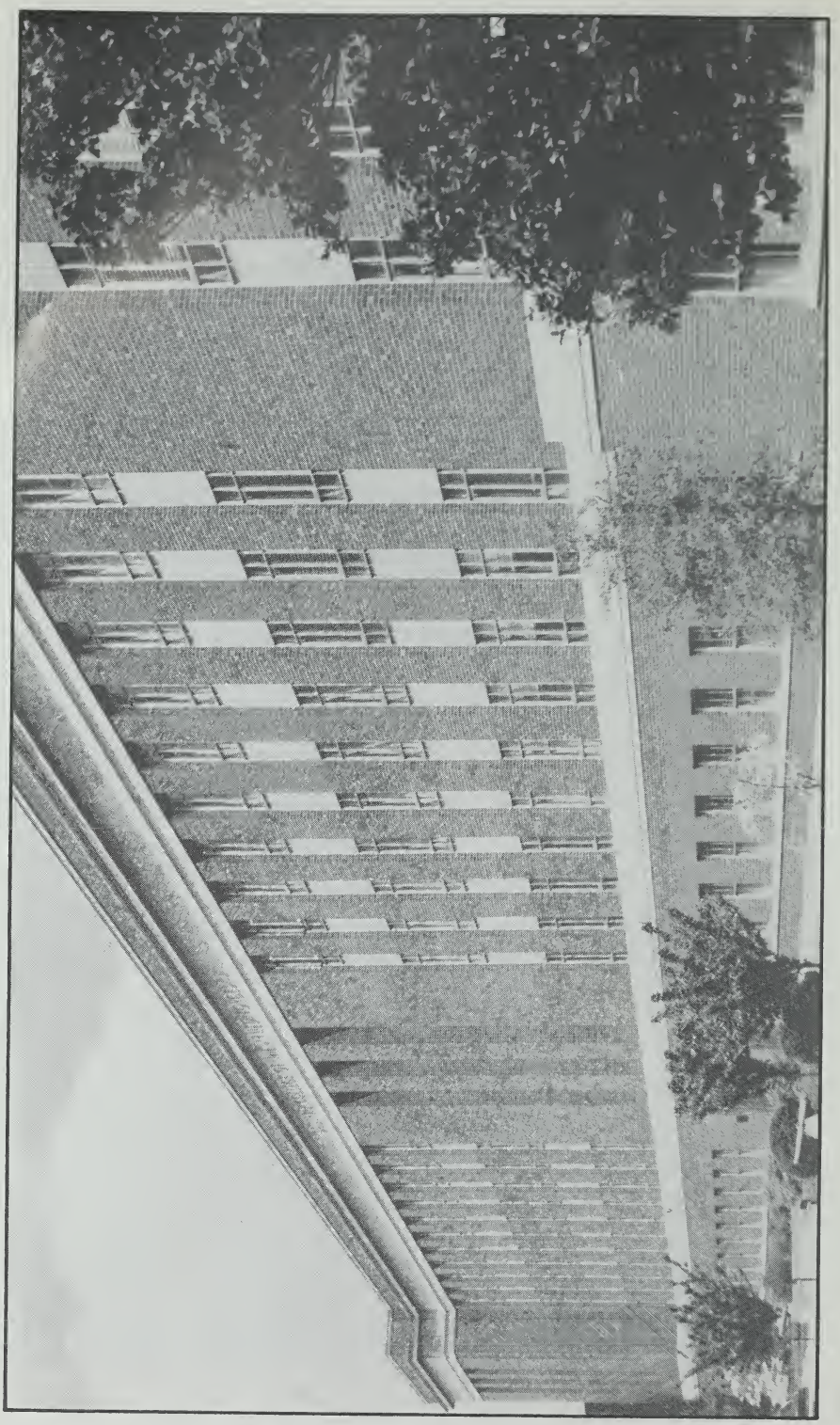
RICHARD D. LAWRENCE, Lieutenant General, U.S. Army, President, NDU
B.S., U.S. Military Academy; M.S., University of Southern California; Ph.D., Ohio State University; Army Command and General Staff College; Army War College.

LOWELL BRUCE LAINGEN, Ambassador, Department of State, Vice President, NDU
B.A., St. Olaf College; M.A., University of Minnesota; National War College.

ALFRED E. BURKHARD, Captain, USA, Aide de Camp
B.S., U.S. Military Academy.

The Fort McNair Campus

PART II
THE COLLEGES



Dwight D. Eisenhower Hall at Fort Lesley J. McNair

Clyde D. Dean
Major General, USMC
Commandant

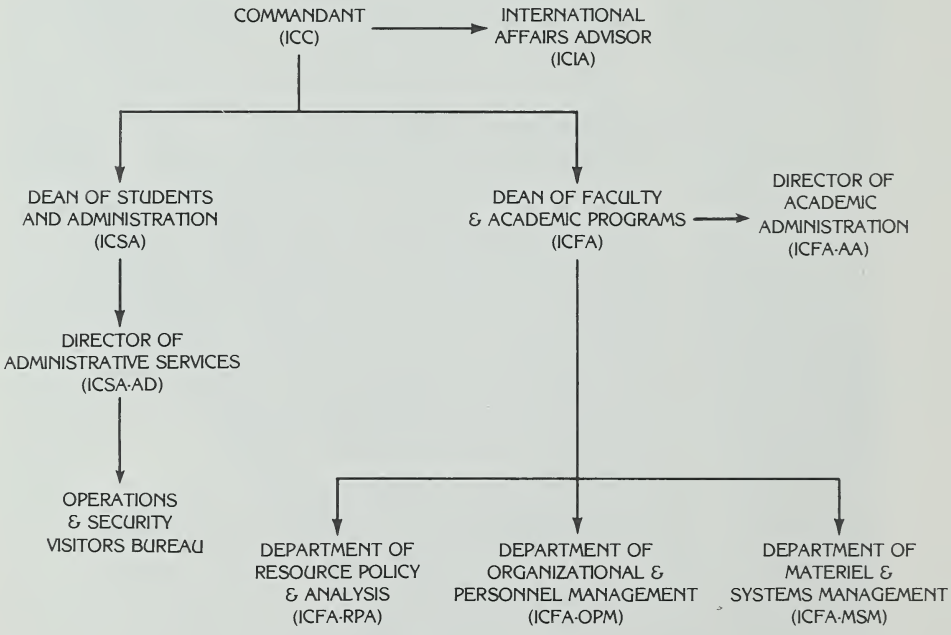
INDUSTRIAL COLLEGE OF THE ARMED FORCES

The Commandant of the Industrial College of the Armed Forces is a general or flag officer. He is appointed by the Joint Chiefs of Staff, and he is responsible to the President, National Defense University. He is assisted by a senior Department of State officer as International Affairs Adviser, a military Dean of Students and Administration, and a military Dean of Faculty and Academic Programs.

The academic faculty and the administrative personnel supporting the Commandant and his assistants are from the military Services and other agencies of the Federal Government. Service officers on the faculty are normally in the grades of colonel, captain, lieutenant colonel, or commander, and are specialists in their fields. The civilian faculty members include Department of the Army civilian professors, civilian officers of the Department of State, and visiting professors from civilian universities.

The Industrial College of the Armed Forces conducts senior-level courses and research in mobilization and the management of resources in support of national security. The program of the college prepares selected military officers and senior career civilian officials for positions of high responsibility and trust in the Federal Government.

INDUSTRIAL COLLEGE OF THE ARMED FORCES (ICAF)


COMMANDANT (ICC)
INTERNATIONAL AFFAIRS ADVISOR (ICIA)
DEAN OF STUDENTS AND ADMINISTRATION (ICSA)
DEAN OF FACULTY & ACADEMIC PROGRAMS (ICFA)
DIRECTOR OF ACADEMIC ADMINISTRATION (ICFA-AA)
DIRECTOR OF ADMINISTRATIVE SERVICES (ICSA-AD)
OPERATIONS & SECURITY VISITORS BUREAU
DEPARTMENT OF RESOURCE POLICY & ANALYSIS (ICFA-RPA)
DEPARTMENT OF ORGANIZATIONAL & PERSONNEL MANAGEMENT (ICFA-OPM)
DEPARTMENT OF MATERIEL & SYSTEMS MANAGEMENT (ICFA-MSM)

CURRICULUM

The ICAF curriculum is multidisciplinary. To assure maximum development of professional skills, instructional methods place heavy emphasis on individual involvement. Case studies and small group activities devoted to realistic and relevant topics are used in balance with more traditional methods. The program emphasizes building competence in the application of both qualitative and quantitative analytical skills and development of decision-making capabilities. In addition, the student's ability to understand problems faced by senior-level governmental leaders is enhanced through exercises, simulations, and group research.

The entire ICAF academic program emphasizes development of executive communication skills. Students prepare individual written and oral reports and contribute to essays developed as part of group study projects. In addition, peer-group interaction and rigorous faculty evaluation of student products help to develop a critical perspective. The program emphasizes the refinement of leadership styles suitable for operating effectively in joint and interagency policy-making and decision-making environments.

The program also emphasizes policy formulation and management in the executive branch, including manpower and personnel management, systems acquisition, interagency relations, bureaucratic dynamics, and budgetary and financial management as a means of enhancing executive effectiveness. Along with professional ethics, these themes provide opportunities for developing sensitivities in applying contemporary managerial techniques with an understanding of the human dimensions of organizations.

Maximum student involvement, mastery of essential subject matter, and acquisition of additional skills are required for optimizing the benefit of the ICAF program. In many cases, the academic experience is a shared one. The ICAF faculty and staff play an essential role in providing the expertise to which the student adds his own thoughts and experiences. Given the critical challenges confronting the United States, and the positions of high trust and executive responsibilities for which ICAF graduates are destined, it is essential that both students and faculty maximize the educational opportunity afforded by their attendance.

PHASE I - PUBLIC EXECUTIVE PERSPECTIVE

During this introductory phase, students are divided into seminar groups for the purpose of examining the roles individual behavior factors play in the development of executive skills. Each student receives a Career Planning Workbook several months before reporting to the University. This workbook contains a series of exercises designed to stimulate the student's thoughts about his or her personal and professional growth. All students complete the Myers-Briggs Type Indicator and the Strength Deployment Inventory during the first week. These inventories are designed to indicate personal strengths, individual behavioral preferences, and changes under stress. Students are also encouraged to participate in a voluntary, comprehensive health and physical fitness assessment. The entire assessment is designed to identify for the student areas for individual development during the year, as well as in following assignments. Following this assessment, instruction is directed toward developing executive skills. Based on the instruments previously administered, students are given the opportunity to sharpen their interpersonal decision-making and negotiating skills. The focus is on the individual in a small group setting, expanding into a larger decision-making and bureaucratic context for the Federal executive. Concurrently, the ICAF students participate in two workshops designed to enhance their understanding of essential economic principles and information resources management.

PHASE II - NATIONAL SECURITY AND MOBILIZATION MANAGEMENT

Phase II covers a broad range of material designed to provide an understanding of international and domestic influences on national security policy. This phase also provides both a historical and a current perspective on emergency preparedness planning, and the formulation and execution of national security policy.

Phase II is divided into three major parts. The first deals with domestic factors affecting national security policy. This includes a critical examination of national economic goals and policies, economic influences on defense, and the economics of social issues and energy. Attention is focused on the Presidency, the Federal judiciary, the Congress, and congressional-executive relations. This area of study culminates with a concentrated block of instruction on the legislative process and a visit to Congress.

The second portion of Phase II examines the international framework of U.S. national security and develops an understanding of the international economic interdependencies affecting U.S. foreign policy. This section begins with an examination of global structures, processes, and issues, and focuses on problems facing U.S. policymakers.

Finally, within the context of the domestic and international environments studied earlier, the third part of Phase II addresses specific issues of U.S. military strategy, logistics dimensions of military operations, and mobilization plans, structures, and processes. Historical precedents are examined in order to establish a time-oriented sense of what may be achieved by a mobilized nation. A systematic exposition of the principles governing mobilization decisionmaking receives considerable emphasis.

PHASE III - MANPOWER RESOURCES MANAGEMENT

The Phase III focus is on manpower and organizational policy issues viewed in peacetime as well as wartime perspectives. This phase begins with a broad treatment of the manpower management cycle and gives consideration to policy issues in determining requirements and manpower acquisition. Manpower availability is considered in terms of demographic, political, economic, and sociocultural factors. The implications of total force planning are considered in depth. The history of the all-volunteer approach to manpower recruitment and retention is examined, and consideration is given to peacetime conscription and National Service as possible alternatives. Finally, a number of personnel and organizational issues are examined to uncover realistic policy options for attaining positive commitment to service, high morale, discipline, unit cohesiveness, and more effective performances. Student exercises and case studies are used to analyze and solve personnel management problems. The phase concludes with a comprehensive Manpower Mobilization Exercise.

PHASE IV - MATERIEL RESOURCES MANAGEMENT

This phase examines the defense systems acquisition process, the defense industrial base, and military logistics issues from a variety of perspectives.

The defense systems acquisition process is examined through a combination of lectures, seminars, and a computer-based exercise. In the Systems Acquisition for Executives (SAFE), student groups, using cost-benefit analysis, make key decisions on trade-offs between technical performance, development and production schedules, and life-cycle costs associated with the development and procurement of a major weapons system.

With a broad understanding of systems acquisition as a backdrop, the Defense Industry Studies (DIS) program examines a number of major defense industries from an executive perspective that takes into account the roles and viewpoints of congressional committees, defense contractors, and other interested agencies in the public and private sectors. The defense industries are explored through a series of seminars which highlight the issues involved. Following this academic preparation, the students move to on-site facilities, both domestic and foreign, for an in-depth study of the practical issues which confront industrial management, and the techniques used in their resolution. Upon returning to ICAF, each DIS group prepares and briefs its report to the assembled student body.

Military logistics issues are examined from the viewpoints of the Services and the DOD agencies. Issues related to resource mobilization as well as the support of the joint and unified commands are highlighted.

PHASE V - JOINT TRAINING AND EXERCISE

In Phase V, the concepts and skills developed during the academic year are brought to bear in a joint exercise with the National War College. The phase begins with a period of training. Following this, the students are divided into a large number of joint seminar groups which independently conduct Prudent Stride, an exercise involving joint service strategy, force structuring, crisis management, employment and deployment planning, and a simulation. Each student team, starting with a national strategy, develops supporting military strategy and a prudent-risk force structure. Funding and personnel strength limitations are introduced which cause the student groups, in most cases, to scale down the force structure. A situation is then introduced which requires a response involving, among other things, economic and political actions, and use of the deployment and employment models. As a conclusion to the exercise, a joint worldwide blue/red war game is played.

ELECTIVES PROGRAM

The Electives program complements the Core Program. This program allows participants some latitude in tailoring their courses of study. All students must earn six elective credits, three in the Fall semester and three in the Spring semester. Overloads are permitted by specific approval of the Dean of Faculty and Academic Programs. A description of ICAF elective courses follows in a later section.

COOPERATIVE MASTER'S DEGREE PROGRAM

ICAF offers the opportunity, through a cooperative arrangement with The George Washington University, to earn a degree of Master of Public Administration. The program consists of (1) six public administration courses offered by GWU on the ICAF premises in lieu of the six elective courses; (2) twelve hours of transfer credit for material taken in the ICAF core program and granted by GWU on the basis of validation examinations; and (3) a summer program of four GWU courses taken at ICAF after graduation.

RESEARCH PROGRAM

The Research Program at the Industrial College provides both students and faculty an opportunity to explore in-depth mobilization issues and other selected subjects related to the ICAF mission. The college encourages creative thinking, stimulating researchers to challenge, substantiate, or modify existing theory or practice. All students are required to conduct a major research project. This requirement is met by participation in the Mobilization Studies Program (MSP), by participation in the Independent Research Program (IRP), or a Research Seminar (RS).

MOBILIZATION STUDIES PROGRAM (MSP)

The Mobilization Studies Program (MSP) is the major research vehicle of the college. It provides the student an opportunity to examine major problems and issues associated with the mobilization of resources during emergencies or war, and to apply analysis in recommending practical solutions. The college prepares a number of carefully screened and timely mobilization topics of concern to senior policymakers in the national security structure.

The program is organized into research teams, each investigating an approved topic. Each research team has a faculty research adviser and can consist of from one to ten students. The college normally assigns students to research teams based on their expertise and indicated preferences. Faculty research advisers guide the research team in developing initial research design (including tentative organizational frameworks), and they provide guidance and counsel, evaluate the quality of contributions made by the research team members, help synthesize their contributions, and assist in editing the final report. Responsibilities are delegated to the students in a way that fosters maximum student participation in all phases of the research and writing effort. Each research team undergoes an in-process review during the academic year to monitor progress of the research project.

INDEPENDENT RESEARCH PROGRAM (IRP)

With approval from the Dean of Faculty and Academic Programs, and with a recommendation from the Permanent Faculty Adviser, some students may choose to conduct independent research in mobilization or another topic relevant to the ICAF mission and of interest to the national security community. Students conduct such research in groups of from one to three members. In preparing independent research papers, students will be assigned a faculty adviser who provides counsel and evaluation throughout the research task.

RESEARCH SEMINAR (RS)

The National Defense University offers a limited number of year-long seminars in which students study a problem of direct and immediate relevance to high-level defense policymakers. Students are expected to produce an in-depth analysis of this subject. Each research seminar consists of from five to ten students who perform extensive research and writing in lieu of taking elective courses. Sponsorship and monitorship of research seminars will be the responsibility of ICAF faculty or those of other elements of the National Defense University.

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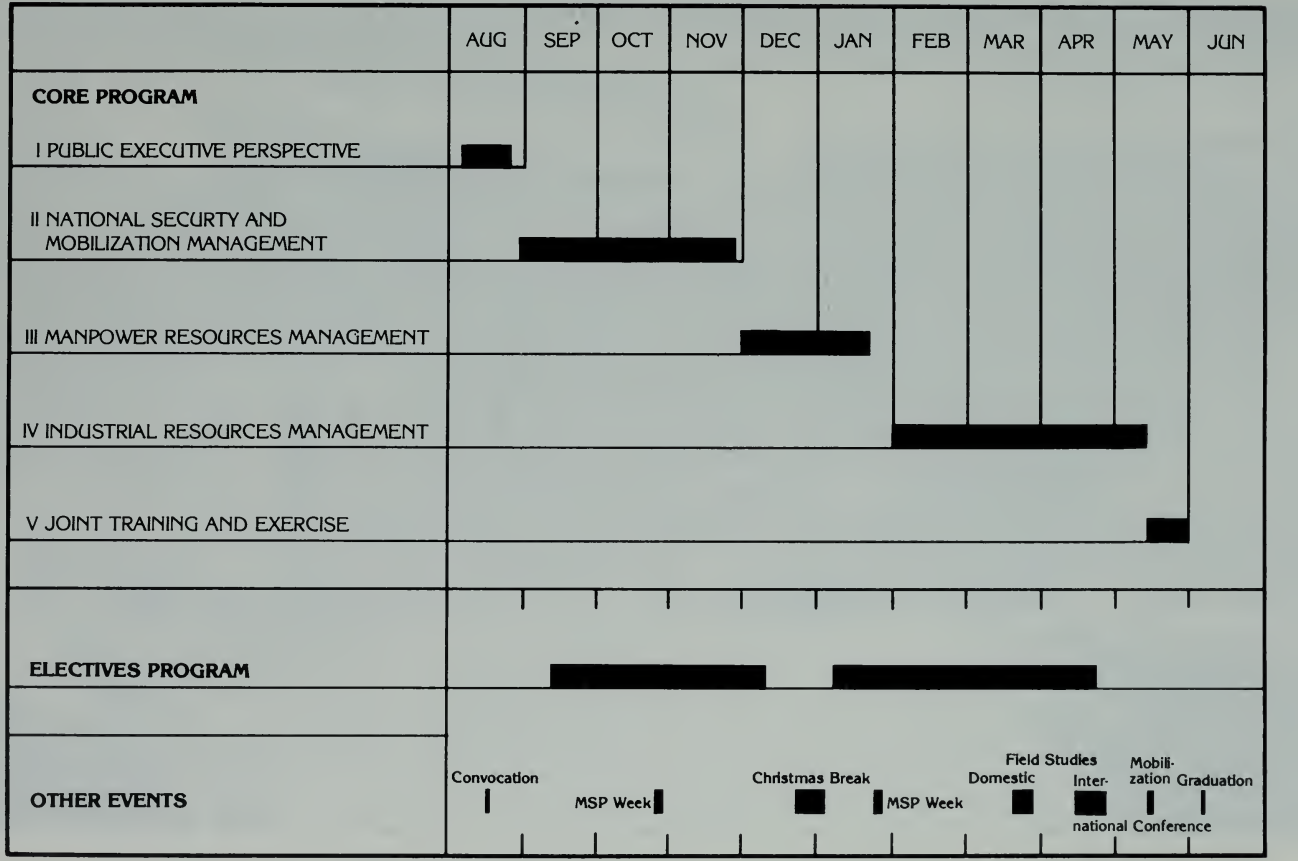
INDUSTRIAL COLLEGE OF THE ARMED FORCES

Academic Year 1985-1986



Theodore Roosevelt Hall at Fort Lesley J. McNair

Perry M. Smith
Major General, USAF
Commandant

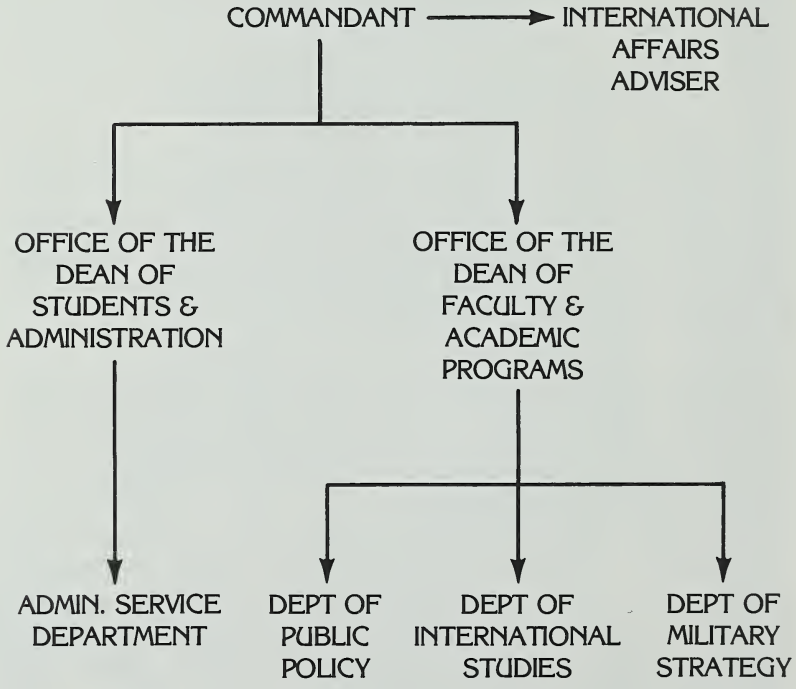
NATIONAL WAR COLLEGE

The National War College conducts a senior-level course of study which prepares selected personnel of the Armed Forces, the Department of State, and other U.S. Government departments and agencies for high-level command and staff policy positions associated with national security strategy formulation and implementation.

The faculty includes three departments emphasizing broad areas of responsibility rather than narrow academic specialties. The Department of Military Strategy studies the formulation of defense policy and military strategy, national security, determinants of strategy, and the employment of U.S. military forces. Faculty members in the Department of International Studies concentrate on the relationship between U.S. national security and the world environment; the chairman of the department also serves as International Affairs Adviser to the Commandant and the College. The Department of Public Policy examines the management of government resources, public policy decisionmaking, and the relationship between the domestic environment and national security.

The National War College is organized to encourage communication between students and faculty and among faculty members and to provide the leadership and functions consistent with the purpose of the college. The Commandant, a military officer of two-star rank, occupies a nominative position which rotates among the Army, Navy, and Air Force. Advisers include a State Department International Affairs Adviser, a Dean of Faculty and Academic Programs, and a Dean of Students and Administration. The Office of the Dean of Faculty and Academic Programs is responsible for curriculum planning, scheduling, the electives program, student and faculty research, the guest lecture program, and evaluations. The Dean of Students and Administration and his Administrative Service Department provide administrative and logistic support to the college and work closely with the administrative and logistic offices of the National Defense University.

THE NATIONAL WAR COLLEGE (NWC)


COMMANDANT
INTERNATIONAL AFFAIRS ADVISER
OFFICE OF THE DEAN OF STUDENTS & ADMINISTRATION
OFFICE OF THE DEAN OF FACULTY & ACADEMIC PROGRAMS
ADMIN. SERVICE DEPARTMENT
DEPT OF PUBLIC POLICY
DEPT OF INTERNATIONAL STUDIES
DEPT OF MILITARY STRATEGY

CURRICULUM

The college's curriculum is designed to expand and deepen students' knowledge of national security matters and to sharpen their analytical skills. The academic program consists of prescribed, or core, courses; electives; individual and group research projects; and field studies. Teaching methods include lectures, seminar discussions, case studies, student exercises, and simulations.

The Core Program provides an understanding of the development and implementation of national security policy and strategy. It encourages students to identify and analyze issues, develop options, prepare recommendations, and present conclusions. The Core Program consists of interrelated courses, exercises, and simulations that deal with the art of war; the international security environment; the national security policymaking process; regional security issues; and defense policy and military strategy. These subjects are addressed by the following courses:

The Core Program

Executive Skills Development. An introduction to the role individual behavioral factors play in interpersonal relations, group dynamics, the organization's ethics, and decisionmaking.

Art of War. An examination of the fundamental dimensions of war, focusing on political objectives, military objectives, and strategy. The ideas of classical and modern strategists are analyzed in light of battlefield experience, and American and Soviet approaches to war are compared.

International Security Environment. An appraisal of issues and trends in the international political and economic systems and the challenges these developments present to the policymaker. This course examines the means available to deal with these challenges, including the instruments by which national objectives can be achieved, and the ways that foreign-policy instruments can be orchestrated into effective security policies.

Politics, Policy, and Resource Allocation. An analysis of the roles, relationships, and influence of the legislative branch, the executive branch, and other public and private institutions and groups on national security policy development and the allocation of resources. This course also addresses congressional committee procedures and relations with the media.

Policy Planning and National Security Decisionmaking. An examination of the national security policy planning and decision-making process within the executive branch with particular emphasis on the National Security Council system and Department of Defense.

Major Powers and Regions. A systematic analysis of security conditions, and policies and programs and their impact on the defense and foreign policies of selected countries. An appraisal of security commitments and agreements and their implications for U.S. interests and programs. Practical exercises in the identification and resolution of security issues conclude each regional study.

U.S. Defense Policy and Military Strategy. An analysis of current U.S. defense policies from nuclear war to terrorism and their translation into military strategy and force requirements. The rationale, logic, and implications of defense policies are assessed and strategic issues and defense trends identified. The course builds on the issues and trends identified in the International Security Studies course and the principles identified in the Art of War course.

Joint Operational Art. An examination of strategic, tactical, and doctrinal concepts and their use in developing strategies, planning for contingencies and operations, and conducting joint and combined operations.

Exercises and Simulations

The following exercises and simulations emphasize active learning and provide opportunity to put theory into practice.

National Security Policy Decision. A policy formulation and decision exercise which focuses on policy options for presidential decision and builds on regional security issues in

the International Security Studies course. The product of this exercise, a National Security Decision Directive, provides the policy basis for the following exercise.

Strategy and Force Development. Phase I of this exercise requires students to translate national security policy decisions into military objectives and develop a national military strategy, desired force capabilities, and required force levels. Phase II constrains those force levels fiscally and requires students to modify their strategy or force mix and identify and assess the resulting risk.

Contingency Planning and Force Employment. A crisis management political-military simulation and exercise in contingency planning and force application.

ELECTIVES PROGRAM

Students at The National War College take a minimum of six electives, generally three in the Fall term and three in the Spring term. Students may also take electives offered by the Industrial College of the Armed Forces or the National Defense University. Electives offered at The National War College are listed in a later section of this catalogue, but the electives for any particular year will vary slightly to account for shifting areas of national interest and faculty expertise.

RESEARCH: STRATEGIC STUDIES PROGRAM

The Strategic Studies Program is the major research program for students at The National War College. It is designed to sharpen students' research, analytical, and writing skills and to produce useful studies on national security issues.

The Strategic Studies Program begins long before students arrive, when government agencies are asked to propose topics for research. These agency-sponsored topics are presented to students shortly after their arrival, and over several weeks topics are selected and faculty supervisors determined.

Students are encouraged to work individually, but may work in a small group. The sponsoring agency assists in defining the problem, provides background on the issue, acts as a sounding board throughout the process, and receives a copy of the final paper for comment. If no agency-submitted topic suits the particular expertise or interests of a student, the student may formulate his own topic.

Research seminars are available for students who want to do research in a seminar environment. The research seminar is organized around general themes, and students in the seminar generally present their research to the seminar and seek to have their papers published. The research seminars meet during elective periods in the fall and spring, and the student receives credit for two of the required six electives by participating in a research seminar.

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Normandy Hall, Armed Forces Staff College at Norfolk, Virginia

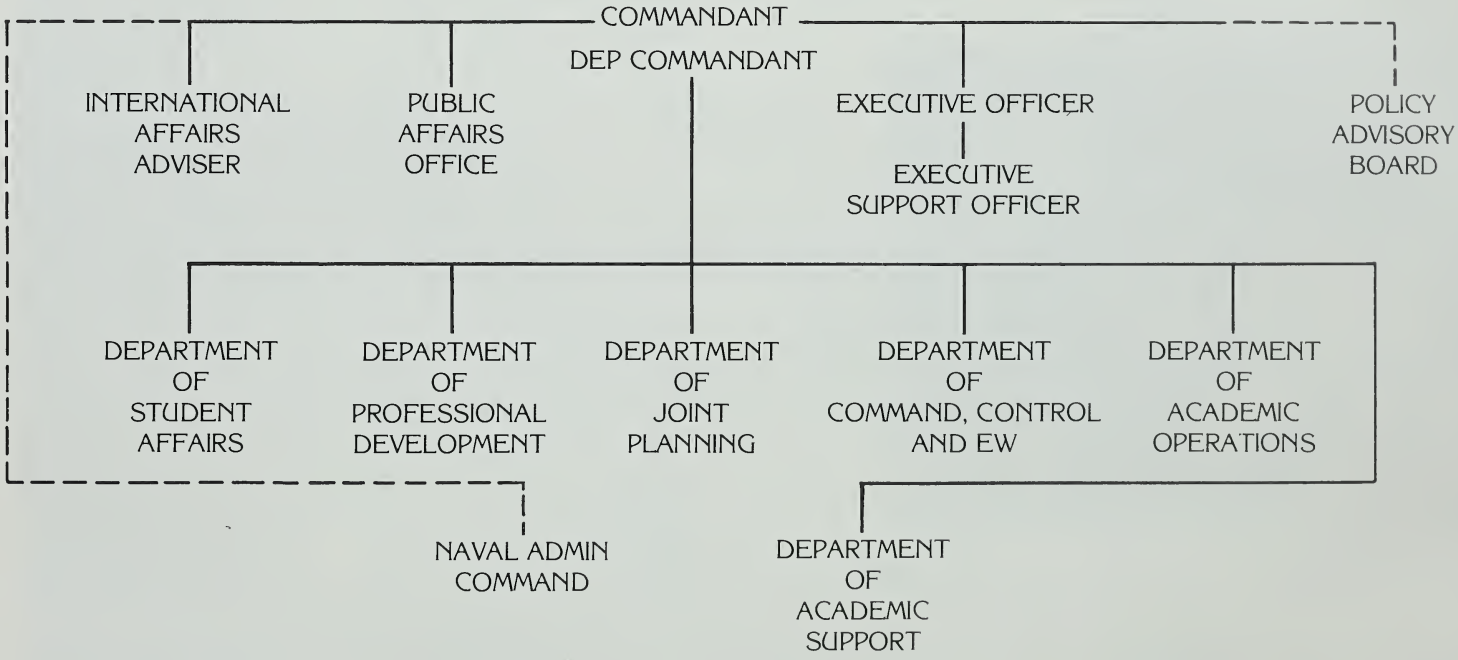
Kenneth A. Jolemore
Major General, USA
Commandant

ARMED FORCES STAFF COLLEGE

The Armed Forces Staff College, located in Norfolk, Virginia, was incorporated into the National Defense University in August 1981. The Commandant is a general or flag officer who occupies a nominative position which rotates among the Army, Navy, and Air Force. He is directly responsible to the University President for fulfillment of the college mission—to prepare selected midcareer officers for joint and combined staff duty.

Future wars—and future peace efforts—are likely to require the integrated efforts of all Services, numerous Government agencies, and many friendly nations. To be effective, the professional officers of these organizations must master the concepts, principles, and techniques of joint and combined operations. The Armed Forces Staff College provides a unique educational opportunity for selected officers of U.S. and allied organizations to study these subjects.

ARMED FORCES STAFF COLLEGE (AFSC)



While the college focuses on joint and combined operations planning, it also emphasizes intellectual and professional development in a variety of areas, including national strategy, defense management, communicative arts, self-assessment, several elective fields, and the U.S. Armed Forces. The college organization is structured to develop understanding and appreciation of the various national, agency, and Service interests and concerns that bear on the common defense. The curriculum is designed to promote a spirit of cooperation and understanding that is critical to any joint or combined endeavor.

The college accomplishes its mission through three courses of study:

a. The 21-week Joint and Combined Staff Officer Course prepares selected midcareer officers for joint and combined staff duty.

b. The six-week Joint Command, Control, and Communications Staff and Operations Course acquaints middle-grade officers and equivalent DOD civilians with the basic principles of managing and operating joint command, control, and communications systems and their associated supporting elements.

ç. The two-week Joint Electronic Warfare Staff Officer Course trains middle-grade officers and equivalent DOD civilians in the concepts, procedures, and applications of electronic warfare (EW) to prepare them for duty as joint staff EW officers, and to prepare Service staff EW officers to operate in a joint environment.

CURRICULUM

THE JOINT AND COMBINED STAFF OFFICER COURSE

The Joint and Combined Staff Officer Course is made up of eight general areas of study. These areas, referred to as programs, are generic groupings of courses that deal with similar activities or subjects. The courses foster an understanding of joint-combined operation planning in light of U.S. military capability and the environment in which it operates.

The curriculum outlined in the following is presented in topical rather than chronological sequence. Instruction is scheduled to give successively higher learning experiences. Lectures and other activities are interspersed among instruction sessions to add depth and variety to the curriculum.

Program One—*Orientation and Administration.* This program presents preliminary information about the curriculum. It includes various ceremonies and briefings on policies and procedures to orient the student to the college.

Program Two—*Joint and Combined Operations Planning.* This program teaches joint and combined planning as a logical process using two subprograms, Joint Planning and Joint Operations.

Joint Planning emphasizes the phases of the joint planning process in the step-by-step development of a common scenario. The students learn and practice the techniques of deliberate and time-sensitive planning, including the use of automatic data processing systems, as in the Joint Operations Planning System (JOPS). They examine the doctrine, principles, considerations, and techniques used in planning to deploy and employ U.S. Armed Forces. The subprogram starts with the study of organization and command relationships in the U.S. military command structure and NATO. It continues with the students learning and practicing the procedures of concept development, plan development, and review of the generated products by the Joint Chiefs of Staff and the joint planning community in a deliberate planning environment. It concludes with learning how plans are maintained and how the system functions when a crisis arises and time is critical.

The Joint Operations subprogram has two exercises that allow the students to demonstrate their knowledge of joint and combined operations. A realistic scenario offers a basis for exercising the deliberate planning and crisis action systems by planning and wargaming a joint operation. The second exercise examines the military, psychological, economic, political, and geographic aspects of combined operations in the North Atlantic Treaty Organization.

Program Three—*International Studies.* Familiarizing the students with the broad international environment in which joint and combined forces operate, and using seminar discussions and lectures by guest speakers, this program examines factors affecting the formulation and execution of national policy and strategic planning. The program also includes an intelligence orientation course and lectures on the world environment by distinguished speakers.

Program Four—*Defense Management.* Three courses teach DOD management systems, leadership/management theories and practices, and computer information systems. The Defense Resources Management Course investigates the process used by the Defense Department to allocate and manage its resources. The Professionalism and Leadership Course surveys motivational theory, examines situational leadership theory, discusses military ethics, and affords students the opportunity to identify their prevailing leadership styles. It encourages them to develop an increased understanding of social changes and contemporary social issues within the Services. The Computer Information Systems Course improves student comprehension of the capabilities of computers and their value to military managers.

Program Five—*Self-Assessment.* In this program, the students assess their careers, personalities, values, and attitudes. The students receive information on how to prepare for the demands of service as senior military leaders. They develop long-range and short-range personal goals and objectives. And they examine their personal motivations, attitudes, and values, and how these influence their interaction with others.

Program Six—*Communicative Arts.* Focusing on improved communicative skills essential to the successful staff officer, this program gives students an opportunity to improve

individual writing, reading, and speaking skills. The Major Writing Exercise requires the student to research, organize, and prepare a 3,000-word paper on a military topic. In addition, students write a leadership paper and a variety of staff action papers. All students give oral briefings to senior officers in realistic scenarios. Selected students who need English review attend a 12-hour refresher Advanced Composition Seminar and then write a somewhat shorter paper. All papers receive individual critical evaluation.

Program Seven—*Electives.* This program offers courses of study beyond the Core Curriculum to enhance the professional development of midcareer officers.

Program Eight—*U.S. Military Forces.* This three-week, familiarization-level program introduces U.S. Army, Navy, Marine Corps, Air Force, and Coast Guard missions, organizations, and major capabilities.

Allied Officer Orientation. This orientation acquaints allied students attending the Joint and Combined Staff Officer Course with political, social, economic, cultural, and geographic aspects of life in the United States. It includes information on the administrative, operational, and social aspects of the college. Lectures are presented on U.S. history, government, and foreign policy. Several field trips allow students to study and observe municipal, state, and national government organization and functions.

ELECTIVES

Each student is required to enroll in an elective course designed to increase his or her knowledge and improve abilities in a selected area of study. Courses may vary in length and structure, and range in content from those directed toward improving communications skill to those which will enhance the student's ability to deal effectively with the demands of command. Courses currently available are described more fully in a following section.

THE JOINT COMMAND, CONTROL, AND COMMUNICATIONS STAFF AND OPERATIONS COURSE

This course familiarizes nontechnical personnel who are being assigned to positions associated with joint command, control, and communications (C^3) operations within the defense establishment. As the C^3 environment is diverse and broad in scope, no attempt is made to train students to perform a specific C^3 job or task. Instead, the course is designed to acquaint personnel with the wide range of C^3 operations that extends through the national, theater, and tactical levels of command. Emphasis is placed on the procedures associated with current C^3 systems used to support the national command authority and the major commanders who control our military forces. This course supports the college objective by furnishing a broad understanding of joint C^3 procedures to selected military officers and DOD civilian personnel.

The presentations are primarily lectures with discussion and question-and-answer sessions. The C^3 course faculty is augmented by instructors of the Joint and Combined Staff Officer Course and by guests from within the C^3 community who have detailed knowledge and expertise. Students make a one-week trip to command and control facilities within the Washington area, which serves to reinforce classroom instruction and also gives the students a clearer picture of key command and control operations. Other field trips go to local area command and control facilities such as the Atlantic Command Center and components of the National Military Command System.

THE JOINT ELECTRONIC WARFARE STAFF OFFICER COURSE

The course is specifically intended to prepare students for duty as joint or combined electronic warfare (EW) staff officers, or Service EW officers operating in a joint environment, and to acquaint them with the coordination of joint EW activities and programs at the unified command or joint task force level. Within the broad and diverse spectrum of EW, emphasis is placed on terminology; Service EW operational doctrine, organizations, and equipment; and joint EW operations and exercise planning considerations.

The presentations are primarily lectures with discussion. The EW Division faculty is augmented by instructors of the Joint and Combined Staff Officer Course and by guest lecturers from various agencies and commands who are actively involved in EW activities and have pertinent knowledge and experience. Visits to local EW-related activities and presentations by guest speakers are added on a class-by-class basis as available. Two hours are allotted for student discussion or presentations of current assignment responsibilities and EW perspectives.

OTHER COURSES

Joint Planning Orientation Course (JPOC). The three-day JPOC, which is taught worldwide, is designed to teach the joint planning process to officer, enlisted, and civilian personnel who are generally familiar with staff procedures and who help plan for joint and combined operations. The course covers the Joint Operation Planning System (JOPS), which is used for the deliberate development of operations plans in peacetime, and the Crisis Action System, which is used for time-sensitive planning. Also included is the Joint Deployment System, which, although not part of JOPS, serves as a link between deliberate and time-sensitive planning. Participants are acquainted with force, deployment, support, and transportation planning, and some of the automatic data processing support for these tasks.

Reserve Officer Orientation Course. This course is a two-week active-duty period for selected officers of U.S. Reserve components. The students increase their knowledge of joint and combined organizations, command relationships, and the joint planning process. They become familiar with the policies of and responsibilities within unified commands and the principles and techniques of the Joint Operation Planning System. The three-day JPOC is an essential part of the course.

Flag/General Officer Seminar on Joint Planning. This three-hour seminar, which is taught worldwide, is designed to give flag and general officers an understanding of the deliberate planning process as accomplished through the JOPS, the related Crisis Action System, and the Joint Deployment System. The seminar also covers recent and proposed changes to the joint planning process.

Joint Electronic Warfare Orientation Course (JEWOC). This is a three-and-one-half-day course designed to acquaint U.S. staff and operational personnel with the planning factors to be considered for integrating U.S. electronic warfare (EW) capabilities into joint and combined tactical operations and exercises. The course is presented in overseas theaters and is oriented to the theater where it is presented. Requests for allied officer attendance are considered on a case-by-case basis by the Organization of the Joint Chiefs of Staff with concurrence from the Services, the National

Security Agency, and the Defense Intelligence Agency. The course is not only for those in identified EW billets, but also officers and enlisted personnel whose duties in plans, operations, communications-electronics, and intelligence could be enhanced by knowledge of Service EW policy, doctrine, organizations, and systems capabilities leading to the integration of EW in joint operations and exercises.

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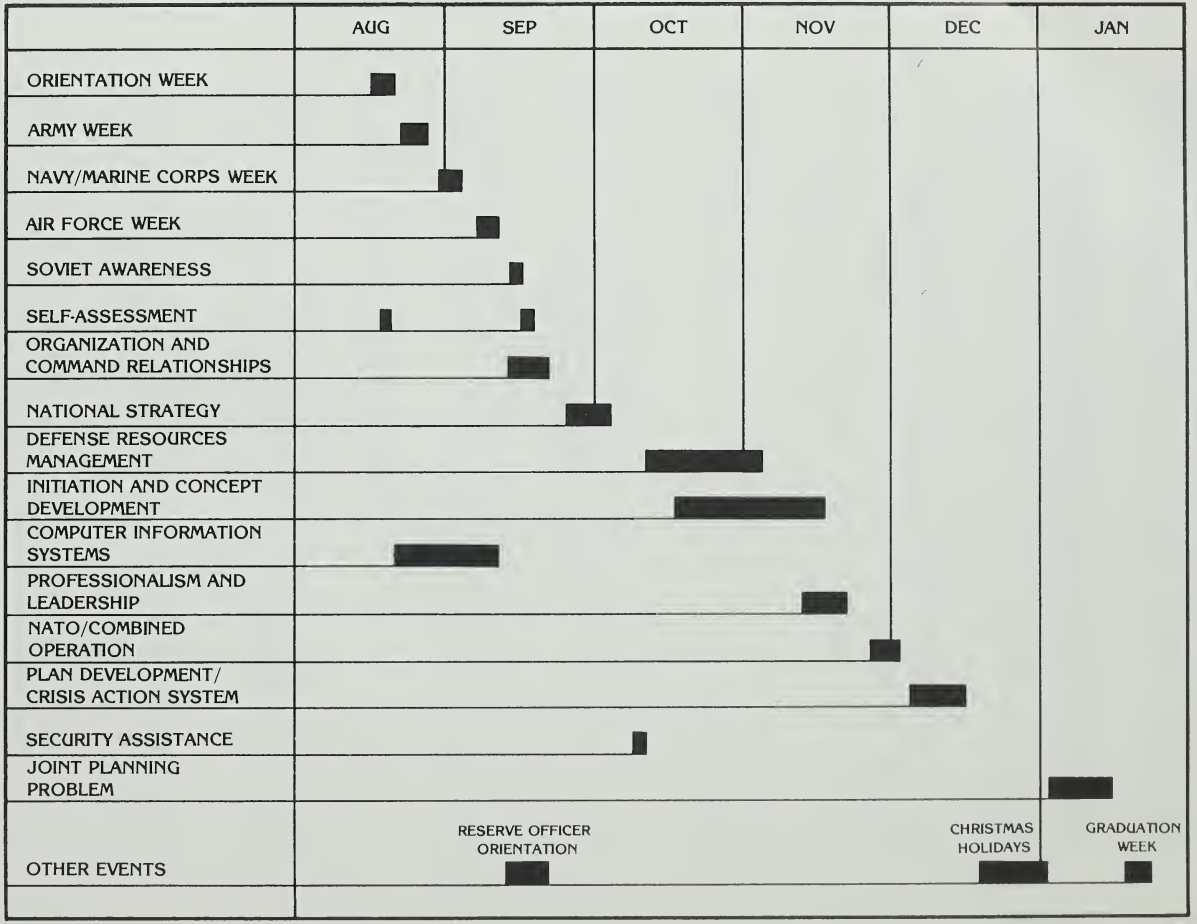
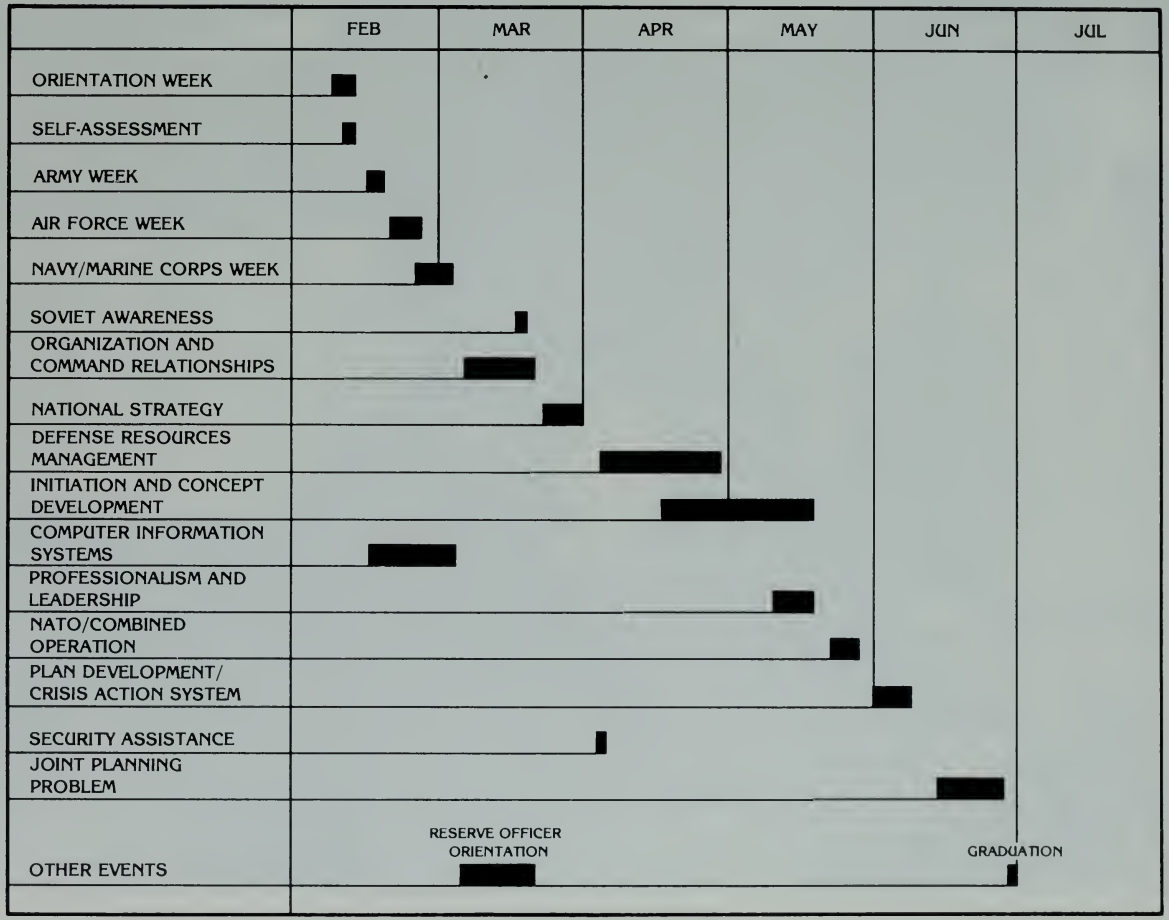
AFSC CLASS 78 SCHEDULE



AFSC CLASS 79 SCHEDULE



University President greets visiting Secretary of State George P. Shultz

PART III
MULTITASK PERFORMERS

INSTITUTE OF HIGHER DEFENSE STUDIES

The Institute of Higher Defense Studies was established at the National Defense University in 1982 for the purpose of developing and implementing a professional military education program for U.S. general and flag officers of all Services. The Capstone course developed by the Institute provides selected general and flag officers the opportunity to enhance their understanding of the key elements influencing joint and combined operations. This intensive issue-centered eight-week course focuses on key aspects of the national security environment, the intelligence support structure, Service and joint doctrine, deployment and employment concepts, combat capabilities, and critical issues which impact directly on operational capability. The Capstone course is not a substitute for senior Service schools, but rather one which recognizes the unique continuing educational requirements of the general and flag officer corps beyond the war-college level.

The course attains its objectives through case studies, seminars, interviews, field trips, and a decision exercise. The exercise puts course participants in decision-making situations similar to those faced by the most senior military commanders. A fundamental course aspect is direct interaction with United States and allied commanders-in-chief and with recently retired senior military decisionmakers. Rather than relying on the traditional techniques of instruction, the course intensively involves some of the Nation's most senior military and civilian experts and also draws upon the expertise of course members.

The Capstone course is conducted on the main campus of the National Defense University at Fort Lesley J. McNair and at various field locations where participants have the opportunity to assess at first hand the latest in combat capability and to examine force employment issues from the perspective of unified and specified commanders.

The Institute is also responsible for conducting the professional military education of selected senior foreign officers under the International Fellows Program. Foreign officers participating in this program are personal invitees of the Chairman, Joint Chiefs of Staff.

The International Fellows Program allows the foreign officer to study with U.S. students in selected portions of the core and elective programs of the Industrial College of the Armed Forces and the National War College, to conduct extensive research on a national security topic, to participate in seminars with academicians and senior U.S. Government leaders, and to conduct field studies at U.S. military, cultural, and industrial locations.

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THE DEPARTMENT OF DEFENSE COMPUTER INSTITUTE

The Department of Defense Computer Institute (DODCI), established by DOD Directive 5160.49 of 27 February 1964, is an element of the National Defense University and a leading educational institute responsible for teaching information resources management to senior military and civilian executives within the Department of Defense. In addition, as an element of the National Defense University, the institute supports the information resources management educational requirements of the University and its constituent colleges.

The mission of the Department of Defense Computer Institute is fivefold. It promotes excellence in information resources management (IRM) education for DOD senior and intermediate-level executives who oversee the planning,

development, and operation of automated information systems (AIS) or who use AIS resources in support of their overall management responsibilities. It provides appropriate courses in various aspects of information resources management in response to Department of Defense needs, technological advances, new legislation, and IRM policy initiatives. It provides information resources management advisory services to Department of Defense AIS developers and users. It also provides appropriate courses in various aspects of information resources management and quantitative methods in support of the educational mission of the National Defense University and its constituent colleges. And finally, it provides technical IRM assistance in support of the National Defense University mission and functions.

The Director, Department of Defense Computer Institute, serves as the National Defense University's Information System (IS) manager.

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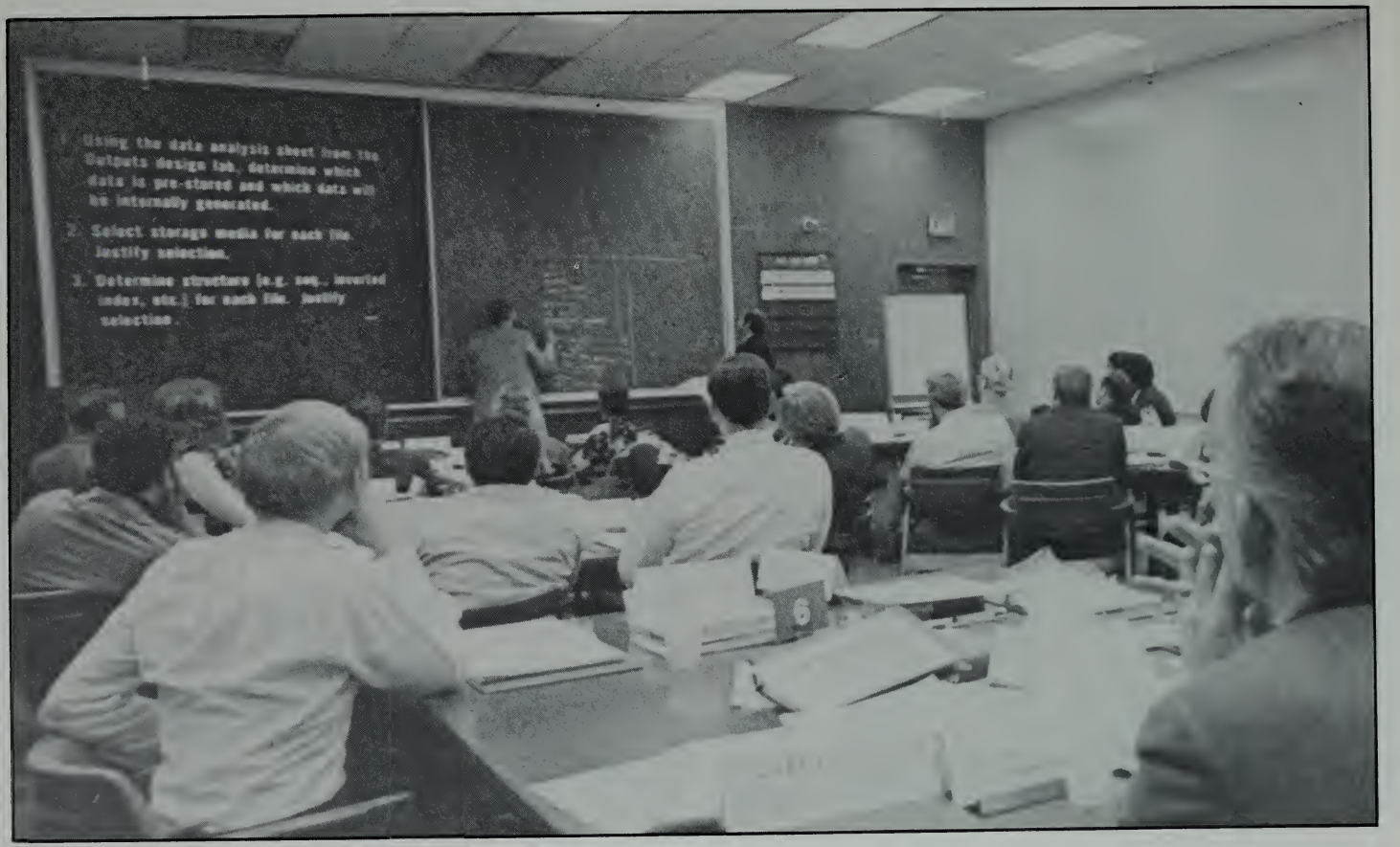
1. Using the data analysis sheet from the Outputs design lab, determine which data is pre-stored and which data will be internally generated.
2. Select storage media for each file. Justify selection.
3. Determine structure (e.g. seq., inverted index, etc.) for each file. Justify selection.

Department of Defense Computer Institute class session

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CHIEF OF STAFF

A Chief of Staff position was established at the University in 1984 to direct the functional areas which support day-to-day University operations. With the establishment of this position, all administrative, logistical, and support functions were placed under the direction of one manager. Five agencies discharge these responsibilities: Personnel, Administration and Logistics; Comptroller; University Plans and Programs; Library; and Public Affairs. The Chief of Staff also advises the President on matters relating to University management, policies, and procedures. In a secondary role as Dean of Administration, he functions on behalf of the President in tasking line organizations to accomplish actions, coordinates and assures implementation of operating policies and procedures, keeps the staff and President informed of actions underway, and reviews correspondence prepared for the President.

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PERSONNEL, ADMINISTRATION, AND LOGISTICS DIRECTORATE

The mission of the Personnel, Administration, and Logistics Directorate is to support the University and its major components: the Institute of Higher Defense Studies; Institute for National Strategic Studies; Department of Defense Computer Institute; the Industrial College of the Armed Forces; the National War College; and the Armed Forces Staff College in the areas of logistics, general administrative and personnel requirements, and visual communications, printing, and publications.

The Logistics Division is responsible for general facilities management, overall supply, and all procurement functions.

The Personnel and Administration Division is responsible for providing those administrative and personnel functions not available within the colleges or other offices of the University.

The Visual Communications and Printing Division is responsible for the preparation of all visual, graphic, and printed material in support of the University. It provides photographic support for all official functions. The division also furnishes audiovisual technical support within available personnel and equipment resources.

The Security Division is responsible for developing and managing the security program in support of the University.

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UNIVERSITY LIBRARY

The National Defense University Library collection at Fort McNair consists of over 200,000 bound volumes, pamphlets, periodicals, and Government documents in open stacks, and 50,000 classified documents housed in a security vault. The library is a readily available source of information on the theory and conduct of national security affairs, international relations, and management and mobilization of resources.

The book collection emphasizes history, management, military science, political science, social sciences, and physical science and technology. Housed in open stacks in Roosevelt Hall, the books are organized according to the Library of Congress Classification System.

Three divisions currently assemble, service, and maintain the library's information resources: the Technical Services Division, the Special Collections and Services Division, and the Reader Services Division. All three divisions work under the guidance of the Library Director.

Specific information resources include the Classified Documents Center, which is located in Room 30 on the ground floor of Roosevelt Hall. This activity acquires, catalogues, stores, and controls distribution of security-classified documents for the academic and research use of authorized members of the University community. The collection consists of approximately 50,000 classified and unclassified documents, periodicals, and student papers.

Government agency publications and congressional materials that are of permanent value to the library are cataloged and shelved in the Roosevelt Hall main library. This material is listed in the card catalogue by author, title, and subject. Congressional material is available both in hard copy and in microform. Agency and congressional material of less than permanent value is available on the fifth level of the main library stacks.

Both the Eisenhower Hall and Roosevelt Hall library sections house the Reference Collection of works in specialized areas of interest to the University as well as general encyclopedias, standard and foreign language dictionaries, biographical guides, handbooks, almanacs,

gazetteers, educational directories, and bibliographies. A wide array of other information resources are also available in these noncirculating collections.

The library's special collections include personal papers, rare books, academic history materials, student papers, historical photographs, maps, and prints. The manuscript collection contains primarily the personal papers of 20th-century military leaders, with emphasis on those of former Chairmen, Joint Chiefs of Staff. The papers of Generals Paul D. Adams, Andrew J. Goodpaster, Lyman L. Lemnitzer, and Maxwell D. Taylor, in addition to the library and papers of Dr. Ralph L. Powell on China, provide primary documentation for research. Of special significance on the subject of industrial mobilization are the speeches of J. Carlton Ward, Jr., and a collection of Bernard Baruch's papers. Classics on the art of war, such as the early editions of Marshal de Saxe and Baron von Steuben, are supplemented by the library of the noted military historian Hoffman Nickerson. Other important collections have been donated by General Harrison A. Gerhardt, General Roland H. del Mar, and Colonel John W. Easton. Local history files on Fort McNair, together with records of the institutional history of the National Defense University, are maintained in special collections.

While a modest sample of current periodicals is available in Room 111, Roosevelt Hall, the main periodical collection is located in Eisenhower Hall. The display of current issues, both hardcopy and microform backfiles of many of the titles, and published periodical indices are all available from Room B 355.

Five multidisciplinary on-line search services provide immediate access to bibliographic citations and abstracts from a vast array of books, journals, newspapers, technical reports, and Government documents.

Nonprint media materials are assembled in Eisenhower Hall. Audio and video recordings in management, psychology, speed reading, selected fiction, and a wide array of foreign languages are available.

The Armed Forces Staff College in Norfolk, Virginia, maintains a separate collection at its library in Normandy Hall. Assets include 82,000 catalogued books and reports,

1,234 periodical and serial titles, 35,000 classified documents, and 10,000 microfilm and microfiche items. Areas of emphasis closely parallel those of the Fort McNair collection.

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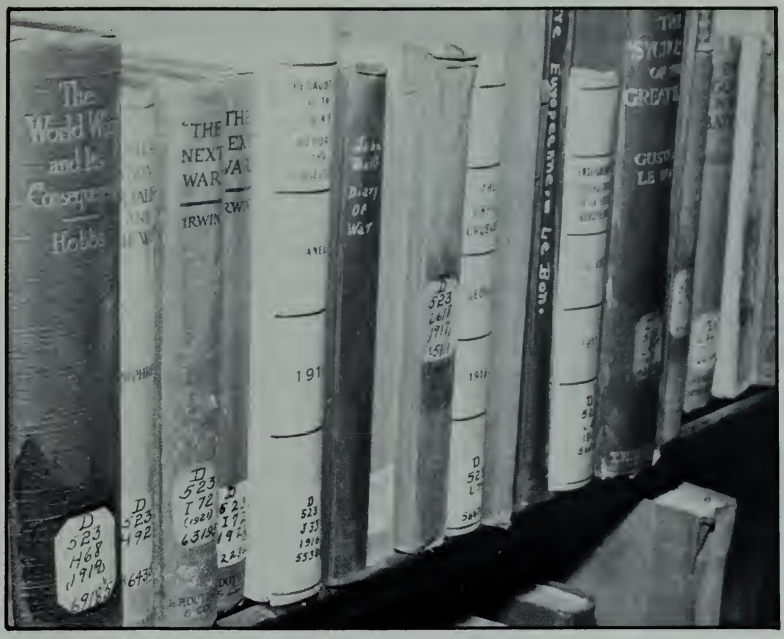

The collection at the Roosevelt Hall Library

PUBLIC AFFAIRS

The Office of Public Affairs is responsible for releasing information on University activities to both local and national print and broadcast media, managing visits to the University by media representatives, and responding to press queries. The Public Affairs Officer also processes all manuscripts submitted to OSD Public Affairs by faculty, staff, and students for security and policy review prior to publication. Other Public Affairs duties include overseeing University community relations activities and administering the Hometown News Release Program.

STAFF

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UNIVERSITY PLANS AND PROGRAMS

The University Plans and Programs office serves as the principal University agency for planning, coordinating, directing, and maintaining records of joint lectures, professional meetings and symposia, and orientation visits by recognized foreign and U.S. officials and groups. The office also controls the NDU Operations Center in order to provide collection, integration, display, and dissemination of data for various types of schedules. Additionally, University Plans and Programs serves as the NDU visitors and protocol office and has cognizance over the use and maintenance of Hill Conference Center.

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THE COMPTROLLER DIRECTORATE

The Comptroller Directorate is responsible for the overall financial and manpower management of the University. The Program and Budget Branch oversees the development of budget estimates, and the administration and execution of the approved operating budgets of the colleges and research centers. The Management/Manpower Branch is responsible for manpower management, and joint manpower program requirements of the University. The Travel Services Branch coordinates travel and transportation requirements of University faculty, staff, and students including ticketing, passports, and visa requirements. The Accounts Payable Office processes all commercial accounts/payments. The Internal Control Office is responsible for coordinating, developing, and conducting the Internal Control Program for the University.

STAFF

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B.S., Upper Iowa University.

ACADEMIC AFFAIRS DIRECTORATE

The Academic Affairs Directorate was created to manage and to develop academic plans and policies for University-wide educational and outreach programs. The director provides guidance and supervises all educational courses and programs offered by the Executive Development Office and the Office of External Programs which includes the National Security Management Course, the Reserve Component National Security Course, and the NDU Symposia program.

ACADEMIC PLANS AND POLICY

The Office of Academic Plans and Policy's prime responsibility is to prepare academic plans and policies in conjunction with the colleges. With this responsibility goes the requirement of planning, integrating, and coordinating the NDU portion of the core curricula of the colleges. Other functions performed include arranging faculty development seminars, coordinating and evaluating the NDU elective program, serving as liaison between the President of NDU and other sister service colleges on curricular matters, and acting as liaison with the Office of the Joint Chiefs of Staff on curricular matters.

STAFF AND FACULTY

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EXTERNAL PROGRAMS

The External Programs Directorate provides educational opportunities for the nonresident defense community through a correspondence course, off-campus seminars, and regional and topical symposia. The Directorate produces the National Security Management Course and administers the course, both by correspondence and in seminars, for senior Regular, Reserve, and National Guard officers on active or inactive duty, as well as U.S. Government officials, eligible civilians, and selected foreign military officers.

Material for the correspondence program reflects the curricula of both the Industrial College and the National War College and provides a broad understanding of national security policy formulation, strategy, mobilization, and the management of national resources. Authors in the directorate or competent outside experts prepare textbooks and other instructional materials while editors assure consistency of style and relevance of content. The division establishes student criteria, prepares examinations, and counsels students.

The Operations and Support Division screens and enrolls applicants, ships instructional materials, responds to inquiries, records evaluation scores, and awards diplomas.

External Programs officers direct a two-week Reserve Component National Security Course three times a year at sites throughout the country, as nominated by the Services. Faculty from the National War College and the Industrial College of the Armed Forces deliver lectures, conduct panels, and supply support on administering and grading examinations. Each course has a capacity of 200 to 300 officers, made up of senior Reserve component officers (ranks 05 to 08) selected by all of the Services.

Reserve Advisers from the Army, Navy, and Air Force furnish counsel and information on Reserve component matters to the President, commandants, faculty, and students.

The directorate also plans and conducts two symposia annually. The NATO Symposium draws together over 200 participants from the Alliance senior military institutes,

allied commands, U.S. Government agencies, diplomatic missions, NATO Defense College, and the National Defense University. Distinguished speakers discuss a theme of common interest; subtopics are then discussed in seminar format. The Pacific Symposium provides a forum for over 100 high-level representatives from Pacific nations to discuss candidly and openly their concerns about the changing strategic and economic environment in the Pacific and Indian Ocean area. Multiple topics, on a central theme, are presented by noted speakers and later discussed in organized panel sessions.

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JAMES N. YOUNG, GS-13, Department of the Army
B.S., Virginia Polytechnic Institute; M.A., Ed.D., George Washington University; Industrial College of the Armed Forces.

EXECUTIVE DEVELOPMENT

The Executive Development Directorate was created to help the students at the National War College, the Industrial College of the Armed Forces, and the Armed Forces Staff College to further develop their executive skills to become more effective as they move to higher levels of responsibility. The office has two prime areas of responsibility. The first focus is executive health and fitness. The health and fitness program is totally voluntary and is designed to help students throughout the year to increase their overall health and to further enhance healthy life styles. The second focus is on executive skills which range from speed reading to more highly developed negotiation skills.

STAFF AND FACULTY

EDWARD B. PARKS, Colonel, USAF, Director, Executive Development
B.A., University of Massachusetts; M.A., California State University; M.A., Chapman College; M.P.A., Golden Gate University; Ph.D., St. Louis University; Air Command and Staff College; Air War College; National War College.

MICHAEL LYNN COWAN, Captain, USN
B.S., University of Colorado; M.D., Washington University School of Medicine.

ROBERT W. DUKE, Captain, Chaplain, USN
B.A., the College of Wooster; M. Div., McCormick Theological Seminary; M.A., United States International University.

BERNADETTE, FEIST-FITE, Major, USAF, Dietician
B.S., University of North Dakota; M.S., Troy State University; Ed.D., University of Southern California; Air Command and Staff College; Air War College.

JOHN C. HOLLAND, Director of Health and Fitness
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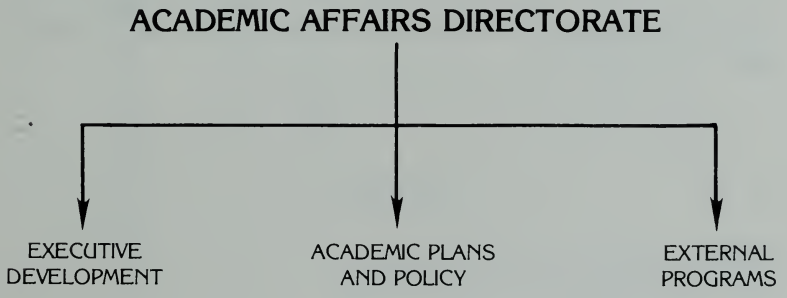
RALPH C. NEWMAN, Jr., GS-12, Department of the Army
B.A., University of Virginia; M.A., George Washington University.

EMILE A. ROBERT, Jr., Colonel, USA
B.S., U.S. Military Academy; M.A., University of Pennsylvania; Ph.D., Yale University; USMC Command and Staff College.



INSTITUTE FOR NATIONAL STRATEGIC STUDIES

Established in July of 1984, the Institute for National Strategic Studies is a multidisciplinary research organization incorporating both military and civilian fellows which operates under the supervision of the President of the National Defense University in support of the Secretary of Defense and the Chairman of the Joint Chiefs of Staff.

An Institute Director and Deputy Director establish policy and direct accomplishment of the INSS mission. Incorporated into the institute are the Command and Control Research Program, Mobilization Concepts Development Center, Research and Publication Directorate, Strategic Concepts Development Center, and War Gaming and Simulation Center. These centers support the study of joint and combined strategy, operations, command and control, mobilization, and other defense and foreign affairs topics to enrich the educational experience, curriculum, and faculty development at the National Defense University and to respond to direct tasking from the Secretary of Defense, Deputy Secretary of Defense, and the Chairman of the Joint Chiefs of Staff.

The offices of the director of the institute are located on the first floor of Eisenhower Hall. The institute is staffed by approximately 90 specialists in joint and combined national defense strategy and issues, research and development of curriculum, special topics in the area of national defense, and international security and mobilization. During the academic year the institute also coordinates research and studies by ICAF and NWC students on topics submitted by unified and specified commands as well as other agencies in the national defense community.

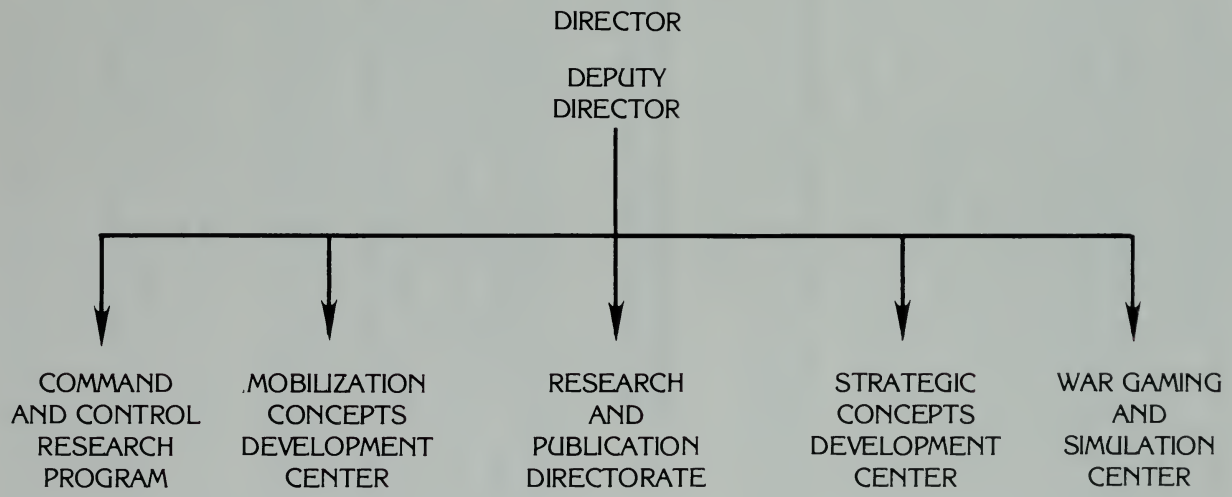
STAFF

JOHN DESPRES, SES, Director
B.A., Economics, Harvard College.

JOHN E. ENDICOTT, Colonel, USAF, Deputy Director
B.A., Ohio State University; M.A., University of Omaha; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy, National War College.

WILLIAM A. BUCKINGHAM, Jr., Major, USAF
B.S., Air Force Academy; M.A., Ohio State University; Ph.D., Ohio State University.

INSTITUTE FOR NATIONAL STRATEGIC STUDIES



COMMAND AND CONTROL RESEARCH PROGRAM

The Command and Control Research Program was established in 1984 to develop knowledge on the theory and practice of command and control. The program sponsors basic research, conducts studies, and designs curricula both to advise decisionmakers and to train senior officers in modern concepts of command and control. It focuses on the issues of command and control at higher levels, that is by national and theater command authorities, rather than the tactical and technical aspects of operational decisionmaking and communication at lower levels.

STAFF

JAMES C. BARTHOLOMEW, Commander, USN, Deputy Director
B.S., Sacramento State College; M.S., Naval Postgraduate School, Monterey

MOBILIZATION CONCEPTS DEVELOPMENT CENTER

Under the NDU Institute for National Strategic Studies, the Mobilization Concepts Development Center provides analyses on mobilization, deployment, and industrial preparedness to the Secretary and Deputy Secretary of Defense, CJCS, the Service Commanders in Chief, and executive branch departments and agencies. Its staff, comprised of civilian and military senior fellows combining mobilization experience, research skills, and academic scholarship, conducts original and derivative research and provides consultation to mobilization and war planners.

Supporting ICAF and other NDU academic programs, the Center also works to make industry, educators, the media, and other opinion-molders aware of defense resource and mobilization concerns. Besides aiding in the design and implementation of national mobilization exercises, the center promotes cooperative international mobilization of combined military, industrial, and natural resources.

It is a leading national repository of knowledge on mobilization, industrial preparedness, and deployment planning. MCDC's location in ICAF's building sparks the sharing of ideas and information among staff, students, and senior mobilization decisionmakers.

STAFF AND FACULTY

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ROBERT C. FABRIE, GS-15, Department of the Army
B.S.E.E., Illinois Institute of Technology; M.A., Webster College.

GREGORY D. FOSTER, GS-15, Department of the Army
B.S., Military Academy; M.S., University of Southern California; M.A., Central Michigan University.

LEON N. KARADBIL, GS-15, Department of the Army
B.S., City College of New York; American University.

JACK H. NUNN, GS-15, Department of the Army
B.S., Military Academy; M.A., The Johns Hopkins University School of Advanced International Studies; Ph.D., Massachusetts Institute of Technology.

ALFRED A. THRESHER, Captain, USN
B.S., Naval Academy; M.S., Naval Postgraduate School; Air War College.

RODERICK L. VAWTER, GS-15, Department of the Army
B.S., Illinois State Normal University; Industrial College of the Armed Forces.

RESEARCH AND PUBLICATION DIRECTORATE

The Research and Publication Directorate supports and initiates independent studies relating to national security policy, national and military strategy, the allocation and management of resources for national security, and civil-military affairs.

The Research and Publication Directorate selects military and government scholars who engage in full-time research, generally on a postdoctoral level. A few Associate Fellows are selected from the colleges' student bodies to pursue research as an alternative to portions of their curricula. Visiting and Associate Fellows also undertake specialized research under the direction of the Research and Publication Directorate.

NDU Press publishes the work of the Research Fellows and other selected manuscripts. The directorate guides the research, writing, and editing of manuscripts for publication and distribution. NDU Press books, monographs, and essays are distributed to a wide audience of senior military and civilian officials. Many NDU Press publications are currently used as texts in major colleges and universities across the nation.

STAFF

FREDERICK T. KILEY, GM-15, Director of Research and Publisher for NDU Press
B.A., University of Massachusetts; M.A., Trinity University; Ph.D., University of Denver; Industrial College of the Armed Forces.

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B.A., Utah State University; M.A., University of Utah; Air Command and Staff College.

MONICA M. CAIN, Lieutenant, USN, Deputy Director for Administration
Double B.A., Douglass College, Rutgers University; M.S., University of Southern California; Naval War College (Seminar).

GEORGE C. MAERZ, GS-12, Senior Editor
B.A., Loyola College, Baltimore.

STRATEGIC CONCEPTS DEVELOPMENT CENTER

The Strategic Concepts Development Center was established by the Secretary of Defense and the Joint Chiefs of Staff in December 1981 and was incorporated into the Institute for National Strategic Studies in July 1984. The center operates under the supervision of the Director of the Institute and the President of the National Defense University. Its offices are located in Theodore Roosevelt Hall.

By the terms of its charter, the center conducts independent policy reviews, develops new concepts, and provides long-term planning initiatives for the Secretary of Defense and the Chairman, Joint Chiefs of Staff. Its analyses focus on current and important issues of joint and combined strategy, force structure design, and politico-military employment options. In its first two years, the center completed several dozen projects for these senior officials. It also serves as a resource for the Joint Chiefs of Staff and the Commanders in Chief of unified and specified commands. In addition, it supports the National Defense University's primary mission of achieving excellence in the professional military education provided by its constituent colleges.

The center is designed to be a small, high-level "think tank." Its staff is composed of accomplished analysts not identified with any particular school of thought. Their task is to challenge existing concepts, provide creative alternatives, and apply intellectual rigor to issues of policy and strategy.

STAFF AND FACULTY

RICHARD L. KUGLER, SES, Director
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B.S., University of Illinois; M.S., University of Chicago; M.S., Illinois Institute of Technology.

DAVID A. ROSENBERG, GS-15
B.A., American University; M.A., Ph.D., University of Chicago.

BARRY SMERNOFF, SES-3
B.S., Massachusetts Institute of Technology; M.S., Ph.D., Brandeis University.

WALTER B. SMITH II, Minister Counselor, U.S. Foreign Service; A.B., Princeton University; Russian Institute of Columbia University.

ROBERT J. WILSON, Colonel, USMC
B.S., Fordham University; M.S., American University; Command and Staff College.

THE WAR GAMING AND SIMULATION CENTER

The War Gaming and Simulation Center began operating in May 1982 under the direction of the President as a dynamic research and education organization providing joint wargaming and simulation support to the University and its components. It fulfills a wide range of requirements in consultation, development, and operation of war games and simulations.

The center is staffed by a mix of specialists in military affairs, international relations, operations research, and computer applications who have a wide range of experience in war gaming and simulation. Members of the center consult regularly with the offices of the Joint Chiefs of Staff, the Secretary of Defense, the senior Service colleges, and other national agencies to develop joint war games, politico-military simulations, and models of mobilization, deployment planning, and joint and combined global and theater-level operations.

The capabilities provided by the center substantially enhance the creative potential and effectiveness of both the Strategic and the Mobilization Concepts Development Centers and provide University students unparalleled opportunities for participation in active, innovative learning processes.

STAFF AND FACULTY

STERLING S. HART, GM-15, Department of the Army, Director
B.A., Harvard University; M.B.A., Harvard Graduate School of Business Administration.

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B.S., Military Academy; M.A., Middlebury College; Ph.D., New York University; Army War College; National War College.

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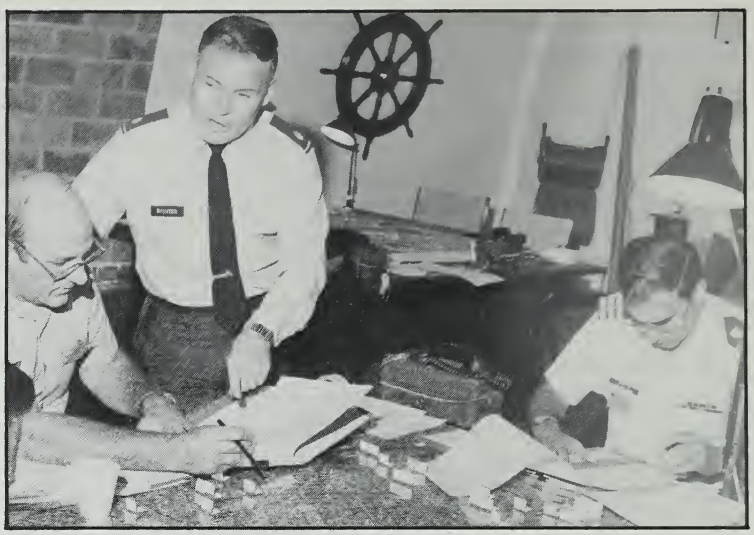
B.S., University of Massachusetts; M.A., East Carolina University; Naval Postgraduate School; Air Command and Staff College.

TIMOTHY R. HARTUNG, Commander, USN
B.A., University of Florida; M.A., University of Oklahoma; College of Naval Command and Staff.

LLOYD H. HOFFMAN, GS-15, Department of the Army
B.A., Northwestern State University of Louisiana; M.A., Georgetown University.



War Gaming

MICHAEL D. KRAUS, Lieutenant Colonel, USA
B.A., Norwich University; M.A., Georgetown University; Ph.D., Army Command and General Staff College.

DONALD R. LEY, Colonel, USA
B.E., Seattle University; B.S., United States Military Academy; M.S., George Washington University.

ROBERT J. MIGHT, Lieutenant Colonel, USAF
B.S., M.S., University of Illinois; M.B.A., National University, Ph.D., University of North Carolina at Chapel Hill; Air Command and Staff College.

ROY E. SMITH, Major, USA
B.A., Pennsylvania State University; M.A., American University; M.A., Georgetown University.

KEITH D. THORP, GS-15, Department of the Army
B.S., Texas Technological University; M.S., George Washington University.

RICHARD D. WRIGHT, GS-15, Department of the Army
S.B., Massachusetts Institute of Technology; S.M., Massachusetts Institute of Technology.

BOARD OF VISITORS

The Board of Visitors is an official advisory body—a working rather than an honorary group—of distinguished American citizens whose functional and professional expertise spans the mission-specific curricula of the University's colleges and institutes. The board meets at least once each year and provides written observations and recommendations to the President of NDU on matters relating to the successful accomplishment of the mission assigned to the University.

NATIONAL DEFENSE UNIVERSITY VISITORS 1985

The Honorable Anne L. Armstrong, Chairman of the President's Foreign Intelligence Advisory Board.

Dr. Lincoln P. Bloomfield, Professor of Political Science, Massachusetts Institute of Technology.

Mr. William K. Brehm, Chairman of the Board for Systems Research and Application Corporation.

General Leonard E. Chapman, USMC (Ret.), Former Commandant, U.S. Marine Corps.

General William DePuy, USA (Ret.), Former Commanding General, U.S. Army Training and Doctrine Command (TRADOC).

General Russell E. Dougherty, USAF (Ret.), Former Commander in Chief, Strategic Air Command.

Mr. Fred W. Friendly, Former President of CBS News.

Dr. Samuel P. Huntington, Director of the Center for International Affairs, Harvard University.

General Walter T. Kerwin, Jr., USA (Ret.), Former Vice Chief of Staff, U.S. Army.

The Honorable Lawrence J. Korb, Assistant Secretary of Defense (MI&L).

The Honorable Jack B. Kubisch, Former Ambassador to Greece.

Mr. John P. Springett, Director of Information Resources Management Systems, OASD (Comptroller).

The Honorable Elmer B. Staats, Former Comptroller General of the United States.

Admiral Harry D. Train, USN (Ret.), Former Commander in Chief, Atlantic, Atlantic Fleet, and Supreme Allied Commander Atlantic.

The Honorable George S. Vest, Director General of Foreign Service, Department of State.

NATIONAL DEFENSE UNIVERSITY FOUNDATION, INC

The National Defense University Foundation is a charitable and educational body constituted to encourage support for and to further the educational and professional goals and traditions of the National Defense University. The Foundation consists of Honorary Directors, a Board of Directors, and a membership that is open to individuals, corporations, and other organizations interested in the objectives of the Foundation. Membership categories are: Graduate, Associate, Life, Corporate, Century, and Honorary. The Foundation supports educational conferences and lectures; fellowships and professorships; research, writing, and academic awards; faculty and student publications; student athletic programs; receptions and end-of-year functions; and faculty enrichment. The Foundation has been granted tax-exempt status and was officially incorporated in the District of Columbia in July 1982. Address: National Defense University Foundation, Inc., Dwight D. Eisenhower Hall, Fort Lesley J. McNair, Washington, D.C. 20319-6000, telephone (202) 475-0573.

HONORARY DIRECTORS

CLARK M. CLIFFORD, Clifford & Warnke, Attorneys and Counselors at Law.

ALEXANDER M. HAIG, Jr., Senior Fellow, Hudson Institute.

HENRY A. KISSINGER, Georgetown University Center for Strategic and International Studies.

MELVIN R. LAIRD, Senior Counselor, National and International Affairs, The Reader's Digest.

EDMUND S. MUSKIE, Partner, Chadbourne, Parke, Whiteside and Wolff.

ELLIOT L. RICHARDSON, Partner, Milbank, Tweed, Hadley and McCloy.

DONALD H. RUMSFELD, President, G. D. Searle and Company.

DEAN RUSK, Distinguished Professor, School of Law, University of Georgia.

JAMES R. SCHLESINGER, Georgetown University Center for Strategic and International Studies.

GENERAL COUNSEL

WALTER E. WASHINGTON, Attorney.

BOARD OF DIRECTORS

GEORGE C. AXTELL, Lieutenant General, USMC (Ret.), NWC Alumni Representative.

FRANK R. BARNETT, President, National Strategy Information Center.

LUCIUS D. BATTLE, Ambassador (Ret.), Chairman, International Institute for Foreign Policy, Johns Hopkins University SAIS.

MARMADUKE G. BAYNE, Vice Admiral, USN (Ret.), Past Commandant, NWC; First President, NDU.

ROBERT C. BREWSTER, Ambassador (Ret.), Past President, NWC Alumni Association.

HERBERT BUTLER, Colonel, USAF (Ret.).

JAMES F. CALVERT, Vice Admiral, USN (Ret.).

EUGENE P. FORRESTER, Lieutenant General, USA (Ret.).

WILLIAM R. GRANT, Chairman, Mackay-Shields Financial Corp.

ABBOTT C. GREENLEAF, Lieutenant General, USAF (Ret.).

PARKER T. HART, Ambassador (Ret.), Consultant, Bechtel Corporation.

L. GORDON HILL, Jr., Major General, USA (Ret.), AFSC Alumni Representative.

HENRY CLAY HOFHEIMER II, Financier and Philanthropist.

JEANNE HOLM, Major General, USAF (Ret.), Author and Lecturer.

HARRY A. JACOBS, Jr., Chairman, Prudential Bache Securities, Inc.

FRED KORTH, Korth & Korth, Attorneys.

WILLIAM LEONHART, Ambassador, (Ret.).

KEITH McCARTNEY, Major General, USAF, ICAF Alumni Representative.

CHARLES A. POTTER, President, First American Trust Company.

JOHN S. PUSTAY, Lieutenant General, USAF (Ret.), Past President, NDU.

M. RICHARD ROSE, President, Rochester Institute of Technology.

A. A. SARDO, Brigadier General, USMC (Ret.).

ROBERT J. WOOD, Chairman, Robert Wood Asso., Inc.

President/Executive Director
DR. FRANK HENNESSY

Secretary/Treasurer
DR. HARLEY MOULTON

PART IV
POLICIES AND OPTIONS

UNIVERSITY POLICIES AND PROCEDURES

The principal policies and procedures applicable to all NDU students include the following:

• *Security*—All necessary steps are taken to meet Government standards of security in safeguarding classified material, individual safety, and personal property. These provisions include use of controlled access, guards, personnel identification, and employment standards that are adequate to prevent unauthorized disclosure or loss of classified material and to enhance the welfare of University members.

• *Nonattribution*—Presentations by guest speakers, seminar leaders, and panelists, including renowned public officials and scholars, constitute an important part of University curricula. So that these guests, as well as faculty and other University officials, may speak candidly, the University offers its assurance that their presentations at the colleges, or before other NDU-sponsored audiences, will be held in strict confidence. This assurance derives from a policy of nonattribution which is morally binding on all who attend: without the expressed permission of the speaker, nothing he or she says will be attributed to that speaker directly or indirectly in the presence of anyone who was not authorized to attend the lecture.

• *Public affairs*—The Public Affairs Officer, acting on behalf of the NDU President, has primary staff responsibility for processing information requests, and serves as the focal point for contacts by the National Defense University with the media. The University will provide maximum allowable information consistent with the letter and spirit of the Freedom of Information Act. Release of information is limited by restrictions necessary to safeguard national security.

A student research paper prepared in response to official requirements of the National Defense University is the property of the U.S. Government. Any request received by the National Defense University for public release of a specific research paper will be considered on an individual basis in accordance with the provisions of the Freedom of Information Act.

• *Equal opportunity*—Students are selected for attendance at the National Defense University by their organizations or Services. These selections are based on the qualifications and potential of the individuals and not on race, sex, or religion. Concomitantly, all members of the NDU staff and faculty are employed under Government standards of equal opportunity.

• *Uniforms*—Military personnel at the Fort McNair campus will wear the Service duty uniform daily except when directed otherwise by competent authority. The uniform with blouse is mandatory on the following occasions: during visits by a four-star flag or general officer or the civilian equivalent within the Department of Defense; when personally receiving or escorting distinguished visitors, including allied and other foreign visitors; when participating in a platform presentation as a speaker, introducer, or moderator; when a Distinguished Lecture Program speaker is scheduled to make a presentation; or when directed in the weekly schedule or by separate memorandum by the NDU President or the college commandant. Military students of the Armed Forces Staff Collge will wear the appropriate uniform for all occasions unless directed otherwise.

Nonmilitary male personnel will wear suit or sports coat with tie. The jacket and tie are optional during the summer months. Female students will dress with equivalent suitability.

• *Attendence and hours*—The University operates on a five-day work week, Monday through Friday, except for legal holidays. Staff and faculty hours are generally 0800-1630 at Fort McNair and 0730-1600 in Norfolk while student hours are prescribed by their weekly academic schedules. On occasion, evening programs may be included. Students are required to attend all classes and to participate in appropriate academic functions unless prevented by illness or emergency. The University expects that students will take full part in its program until the end of the academic year. Early departures are not permitted. All students will observe an academic recess over the Christmas holiday period. Students will remain in a duty status but will not be required to report to school. Those planning to be away from their local area of residence for more than 72 hours are required to take leave. For ICAF, NWC, and DODCI students, the local area of residence is the Washington metropolitan area; for AFSC students, it is the Tidewater area.

• *Degree program activity*—ICAF offers the opportunity to participate in a cooperative degree program with The George Washington University, leading to the degree of Master of Public Administration. This permits the substitution of degree credit courses, conducted by The George Washington University, for ICAF elective courses, enabling the student to earn 18 hours of credit for the six courses.

The complete cooperative degree program consists of 42 credit hours, 12 of which may be earned for the Core Curriculum by validation examination. The remaining 12 credit hours of course work are offered at ICAF during summer following graduation.

Further information will be provided during the orientation period.

Students who are registered in other advanced degree programs may be permitted to offer degree credit courses in lieu of ICAF electives. These courses must be in subject matter relevant to the ICAF curriculum and mission. Degree work in addition to the full course workload of the ICAF curriculum will not be permitted.

Resident students of the other two colleges may enroll in local civilian university postgraduate programs providing such study does not interfere with their full participation in NDU programs. The Washington and Norfolk metropolitan areas offer numerous graduate program opportunities. Interested students may obtain additional information on these programs from their permanent faculty advisers or representatives of the academic community.

Fort McNair. The Fort McNair campus offers a full range of educational, social, and recreational opportunities. Students have access to a wide variety of cultural resources and Government facilities owing to the campus location in Washington, D.C. Moreover, the close proximity of the Inter-American Defense College allows NWC and ICAF students the opportunity to form ties with Latin American students through *Operacion Amistad,* which encourages mutual social events, home hospitality, and activities in the community.

Programs such as the NDU Distinguished Lecture Program, the Kermit Roosevelt Lecture, ICAF Distinguished American Seminars, and NWC Distinguished Visitors Day bring eminent speakers and prominent citizens to the Fort McNair campus. Students have the opportunity to meet and talk with many of these individuals during colloquia and luncheons.

Students of both the Industrial College of the Armed Forces and the National War College participate in field studies, a program in which small groups travel to various parts of the United States and overseas sites. At their destinations, students not only visit defense installations and industrial firms but discuss security-related or management issues at the ministerial or chief executive levels.

A wide range of athletic activities is available throughout the academic year. Competition between the resident colleges invites involvement in 13 sports, including basketball, softball, tennis, and volleyball. In addition, intramural softball is a popular student pastime and the annual Jim Thorpe Sports Day gives students the opportunity to compete with the other senior Service schools at the Army War College in Carlisle, Pennsylvania, in a broad array of athletic events.

Each college sponsors a women's club. In addition, evening social programs are organized by geographical locations to serve students who live in widely dispersed sections of the Washington metropolitan area.

The Norfolk Campus. Students at the Norfolk campus have the benefit of being part of an inter-Service, international student body. Also, the Norfolk metropolitan area affords convenient visits to numerous military and government installations, educational institutions, and cultural and recreational facilities.

A full spectrum of activities is designed to offer students and their families a variety of rewarding experiences. Students, staff, and faculty at the Staff College are automatically members of the AFSC Officers' Club. No dues are charged. The AFSC Women's Club sponsors a complete social, craft, and recreational activities program, including a welcome coffee and periodic luncheons. Youth activities,

which are supervised with the assistance of parents, students, staff, and faculty, include Brownie and Girl Scouts, Cub and Boy Scouts, Junior Rifle Club, Judo Club, Bowling, Youth Soccer, and a youth center.

A year-round program of athletic activities is conducted for students, staff, faculty, and families. The college organizes leagues made up of seminar teams for volleyball, softball, and bowling, plus tournaments for individual sports such as tennis, handball, and golf. AFSC also sponsors athletic awards programs to recognize excellence in badminton, bowling, golf, handball, racquetball, softball, squash, table tennis, and volleyball. Women's softball and volleyball leagues and youth sports leagues are sponsored as well.

The Guest Speaker Program furnishes instruction not available through other forums. As is the policy throughout the University, guest lecturers are encouraged to present their views in an environment of academic freedom and responsible intellectual inquiry. Students have the opportunity for closer contact with the visitors through question-and-answer periods and luncheons.

Students at the Norfolk campus may sharpen their verbal skills by entering the college speaking contest. In addition, authors of research reports, military essays, and case studies whose papers are selected as the best in each category are appropriately recognized at graduation. Furthermore, the best of another group of essays, on leadership, is awarded recognition at graduation.

Vice President George Bush talks with Lieutenant General Richard Lawrence, NDU President (left); Ambassador L. Bruce Laingen, NDU Vice President; and Mrs. Sibyl Bayne, wife of the University's first President, Vice Admiral Marmaduke Bayne.

LIST OF ELECTIVE COURSES

NATIONAL DEFENSE UNIVERSITY ELECTIVE COURSE DESCRIPTIONS

DECISION SUPPORT SYSTEMS (110-123)

110 COMPUTER-ASSISTED METHODS FOR EXECUTIVE DECISIONMAKING
(PART I)
(Fall and Spring)

This foundation course is designed to refresh/acquaint students with several computer applications of current quantitative decision-making tools. Its purpose is to show defense policymakers how to be critical consumers of analyses and how to use computers as aids in decisionmaking. The course introduces tools and approaches useful for senior DOD and other government managers. The focus is on application of tools to actual problems using the Kaypro microcomputer in a lab environment. Applications involve decision analysis, statistics, forecasting, and networks. Completion of the preliminary sessions in August is a desired prerequisite.

111 COMPUTER ASSISTED METHODS FOR EXECUTIVE DECISIONMAKING
(PART II)
(Spring)

This course is a continuation of the 110 foundation course to further acquaint students with microcomputer tools for decisionmaking. Its purpose is to show defense policymakers how to be critical consumers of analyses and how to use microcomputers as aids in their decisionmaking. The course further develops microcomputer-assisted information management skills for application in the core curriculum and introduces tools and approaches useful for senior DOD and other government managers. The course is focused on understanding and using several of these tools with the Kaypro microcomputer. Topics covered include decision analysis (beyond what was covered in 110), data base management systems (DBMS), computer graphics, and computer integrated packages. LOTUS 123 is also demonstrated using an IBM PC. Completion of the 110 course (or permission of the instructor) is a prerequisite.

113 PERSONAL FINANCIAL PLANNING
(Fall and Spring)

This new course which will be offered in both Fall and Spring is designed to refresh/acquaint the student with several vital aspects of personal financial planning. It covers financial planning from the point of view of assessing your personal financial situation, dealing with taxes, and developing a personal investment strategy. The objective of the course is not just to educate the student with the latest information on personal financial planning, but to provide the students with the capability to advise subordinates and peers in future assignments. The well equipped commander/manager must be able to answer questions from those who rely

on him regarding their financial future. The Kaypro microcomputer is used in a lab environment to assist in calculations required for the course. Approximately one class in three is a computer laboratory exercise. Completion of the preliminary sessions in August is a desired prerequisite.

114 MICROCOMPUTER PROGRAMMING
(Spring)

This is a course in computer programming fundamentals designed to provide the student with tools to write and debug programs with a minimum of effort. The student is provided hands-on experience with a microcomputer using the BASIC programming language and is introduced to higher-level programming languages. Advanced structured programming techniques will be featured. No prior computer experience is required. Completion of the introductory sessions in August is a desired prerequisite.

115 COMPUTER LITERACY FOR MANAGERS
(Fall and Spring)

This course is designed to provide an educational baseline for the manager in the area of ADP. Primary emphasis will be placed on hardware and software fundamentals, to assure that the student thoroughly understands what computers do, and how they do it. Typical computer configurations, to which managers must be able to adapt, will be discussed, as well as a variety of new and complex information systems. The course will examine the impact of the computer system on the organization and the individual, as well as the managerial concerns for the latest philosophies such as Information Resource Management, Automated Office Management, and Acquisition. The student is introduced to the BASIC programming language and is required to write several programs in that language. This course also provides hands-on experience with a remote time-sharing terminal for BASIC and text processing.

121 MODELS FOR DEFENSE DECISIONMAKING
(Spring)

This intermediate course examines the utility of simple regression and forecasting models to aid decisionmaking in various policy areas. The policy areas covered include prediction of political instability in less developed countries, economic growth and military spending in those countries, and voting in Western democracies. The modeling techniques developed use multiple regression analysis and its application to time series data. The course entails several computer laboratory sessions utilizing various programs. A politico-military data base is available for student use. Completion of the introductory sessions in August is a desired prerequisite.

123 FUNDAMENTALS OF RESEARCH DESIGN
(Fall)

This foundation course teaches basic skills in the research process beginning with problem statements and hypothesis formulation. It then deals with the construction of operational definitions, scaling and tests of reliability, and validity of research variables. These concepts are useful in specifying pairs of research variables for hypothesis testing, simple regression, and the efficient design of sampling experiments. Special attention is given to sample survey design for micros and to construction and use of small data files. The course

will utilize a computer laboratory containing politco-military data files and statistical analysis programs useful in the production of Strategic Study Papers and Mobilization Study Papers (SSPs and MSPs). Completion of the introductory sessions in August is a desired prerequisite..

125 MILITARY THEORY, MILITARY HISTORY, AND WAR GAMING (Spring)

The purpose of this course is to show how the foundation of all significant military theory and doctrine for the past two centuries has been an understanding of the significance and relevance of military history as "the laboratory of the soldier." It is shown, through numerous examples from World War II and the Middle East wars, that the importance of this relationship has not declined in the day of sophisticated weapons incorporating modern technology but has if anything become even more important. The course establishes that computerized combat models and war games can contribute reliably to planning and doctrinal development in the future only if related to a coherent military theory grounded in historical experience. The current and continuing significance of the theoretical work of Karl von Clausewitz and J. F. C. Fuller is shown. The Qualified Judgment Model is discussed as an example of how a war game can be developed and validated from analysis of recent historical experience.

126 AUTOMATED INFORMATION SYSTEMS CONCEPT DEVELOPMENT AND DESIGN (Spring)

The primary objective of this elective is to impart a sound understanding of analysis and design concepts so that functional and military managers can better direct and participate in the development of an automated information system and improve their communication with ADP personnel. The course is intended for the student whose future assignment will require a knowledge of how to define information requirements, analyze an existing system to determine its deficiencies, and design a system to solve information needs not being satisfied. It features lectures and discussions integrated into a case study. The case work is accomplished using the team concept. The course emphasizes structured analysis and design techniques, use of specific design methodologies, and system development tools.

128 INFORMATION TRANSFER TECHNOLOGY (Spring)

This course concentrates on the technology of information transfer. It provides the student with a working knowledge of the current technology of information input, transmission, and output, as well as the policy issues relevant to communications systems. Course content will include an introduction to telecommunications development and basic transmission technology, characteristics of telephone networks, basic networks, and satellite communications. Management and policy issues covered include the structure and regulation of the U.S. telecommunications industry, communications security, command and control, and DOD management of communications. The course is designed for the student with little or no experience in dealing with high-technology information-handling systems.

129 MICROCOMPUTER APPLICATIONS
(Fall and Spring)

An intensive, hands-on foundation course which, using computers, will introduce students to selected computer applications of file management, electronic spread sheets, text processing, and telecommunications. While classroom content must include adequate coverage on mechanics of the system to allow the novice computer user to become proficient, lectures are intended to provide students with an overview and appreciation of information resources management problems and applications in their future assignments. Budget limitations permitting, students will be issued microcomputers to use for the duration of the class. This course is complementary with course 115 and does not require it as a prerequisite.

EXECUTIVE DEVELOPMENT (150-159)

150 EXECUTIVE WRITING
(Fall and Spring)

The ability to write and edit effectively is an important element in the responsibilities of senior commanders, executives, and staff officers. It is possible—even in a bureaucracy—to write so that the recipient reads a message entirely, understands it, and dispassionately considers it. This is a course in practical writing as opposed to one in literary composition. Practical writing seeks to inform, instruct, or convince, rather than provide the reader with an aesthetic or emotional experience. First-rate practical writing and editing are skills that cannot be acquired in a hurry or without disciplined practice. Nevertheless, at the end of this course, the student should have substantial competence in putting thoughts on paper with greater clarity and coherence. The student should also be able to edit effectively.

155 EXECUTIVE HEALTH AND FITNESS
(Fall and Spring)

The role of health and fitness in a typical executive lifestyle is examined in this course. The primary objective of the course is to provide sufficient information to enable each student to develop a personalized exercise/dietary fitness program under professional supervision. In addition, attention is given to developing sound exercise programs for one's subordinates and colleagues in the military Services and civilian agencies. Course topics include coronary heart disease risk factors such as HDL and LDL cholesterol, hypertension, and smoking; body composition in determining optimal fat/lean body mass ratios; oxygen transport and utilization during aerobic and anaerobic work; exercise as a psychological adjunct in reducing stress; acute and chronic responses of the human body to exercise; energy cost of selected popular activities; and temperature regulation and acclimatization to exercising in hot and cold environments.

156 OPTIMIZING EXECUTIVE POTENTIAL
(Fall and Spring)

Employing the principles of psychocybernetics, psycholinguistics, and self-image awareness and development, this course explores the processes of motivation, change, and creativity in terms of their potential application to

executive functions. This course utilizes the videotape series, "New Age Thinking," by Louis E. Tice, founder and president of the Pacific Institute, and consultant to numerous businesses, educational institutions, and professional athletic teams. It is for those who are interested in new concepts, self-examination, and experimental growth.

157 CREATIVE THOUGHT: AMERICAN LITERATURE AND WARFARE
(Fall and Spring)

This course analyzes timeless, thought-provoking, controversial works that have shaped the way Americans see themselves and the profession of arms—*Billy Budd* by Herman Melville, *The Caine Mutiny Court Martial* by Herman Wouk, *Catch-22* by Joseph Heller, *Fields of Fire* by James Webb, and selections from *Poems, 1957-1967* by James Dickey. The authors are five popular, influential writers with firsthand knowledge of the armed forces—Melville, one of the most significant novelists of the nineteenth century, whose critical thought about the Navy is an important part of his fiction; Wouk, Pulitzer Prize winner who spent three years on destroyer-minesweepers in the Pacific in World War II; Heller, B-25 bombadier whose first novel sold over 5 million copies; Webb, Marine company commander whose first book was called the best Vietnam war novel; Dickey, fighter pilot in World War II and Korea, and winner of the National Book Award in poetry. The course consists of seminar discussions of the works and their themes, supplemented with other materials such as the *Caine Mutiny* movie.

180 GLOBAL WARGAMING: STRATEGIC PLANNING, MILITARY OPERATIONS, AND LOGISTICS
(Fall and Spring)

This elective is offered by the staff of the NDU War Gaming and Simulation Center. The course will employ the computer-assisted Strategic Assessment System (SAS) for play of a crisis situation which develops into global war. Students will perform contingency planning and consider mobilization options during a period of developing crisis. They will then conduct joint and combined military operations during the course of a global strategic conflict between the superpowers and their alliances. *Most of the course sessions will be devoted to play of the global wargame.* The actual warfighting portion of game play will cover a minimum of six weeks of global war, providing a unique opportunity to examine the strategic impact of logistic shortfalls on combat operations. The SAS methodology is driven in major respects by logistics considerations, and this course will thus provide rare insights into the interactions of strategic military and logistic requirements.

INDUSTRIAL COLLEGE OF THE ARMED FORCES

ELECTIVE COURSE DESCRIPTIONS

ECONOMICS (200-210)

201 MANAGERIAL ECONOMICS
(Fall)

Deals with the major principles of contemporary economics as they relate to government and private sector decisionmaking. Special emphasis is placed on the application of economic theories and on the uses of both qualitative and quantitative methods to solve problems in government and industry. Topical areas examined include demand analysis, economic forecasting, productivity, investment and capital budgeting analysis, pricing behavior of firms, and antitrust impacts on resource allocation.

202 ECONOMIC LEVERAGE: FROM SANCTIONS TO WARFARE
(Fall and Spring)

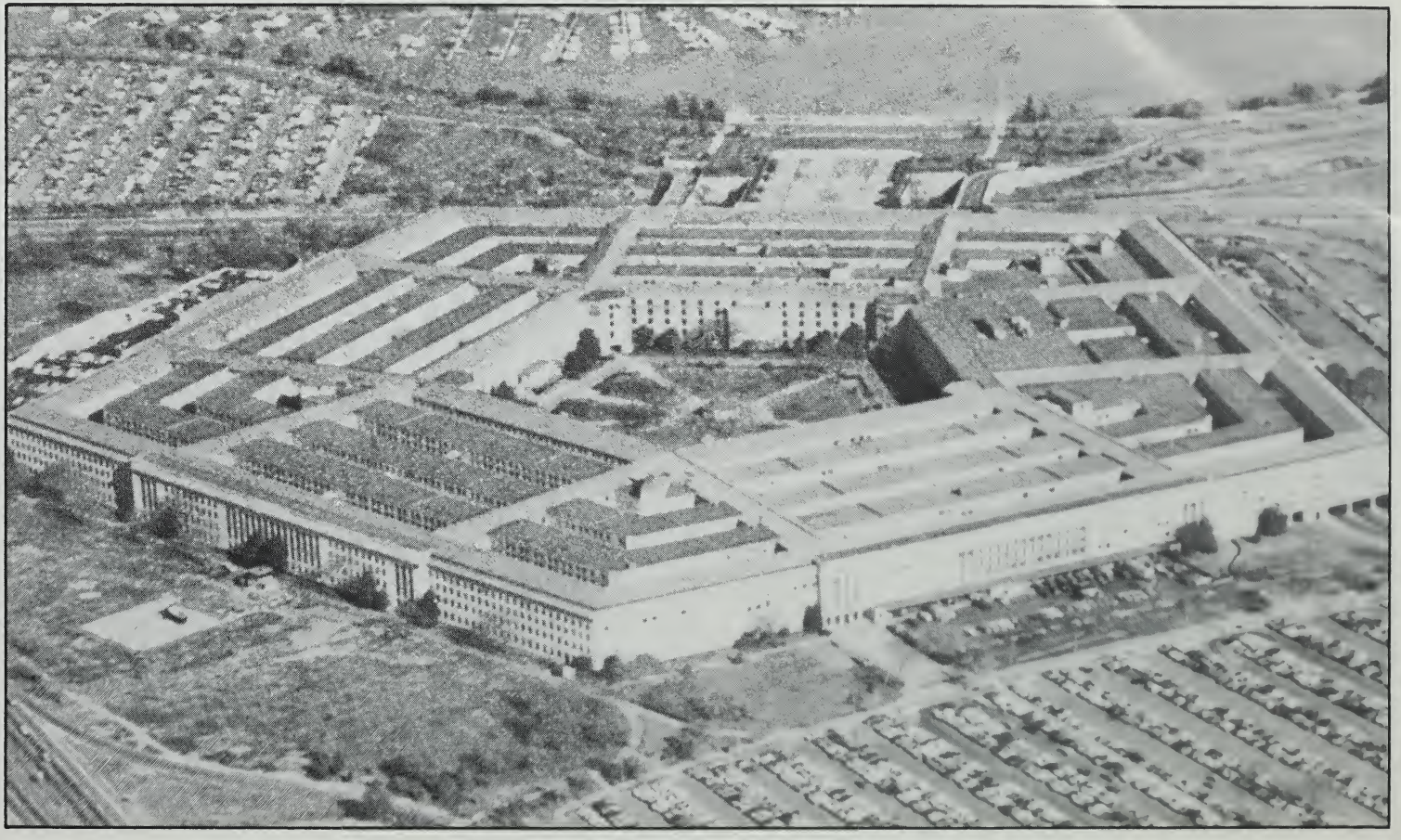
Investigates the theory and practice of economic leverage, from trade pressure to economic warfare during periods of conflict. Topics include the theories of international trade, economic imperialism, and the economic dimensions of warfare and will be illustrated with case studies in economic leverage.

203 FISCAL POLICY AND NATIONAL SECURITY
(Fall)

Examines contemporary economic theory, concepts, and analytical techniques of fiscal policies that guide the economy toward achieving national economic goals and national security objectives. In addition, the major fiscal functions performed by public institutions within a private enterprise-oriented economy are studies in depth. Tax and expenditure patterns are analyzed to identify their impacts on the allocation of resources and their effect on economic efficiency and growth. Also, the importance of fiscal coordination for international economic stabilization and growth is examined. Student preparation of and reporting on cases in selected areas of public finance are expected.

204 MONETARY POLICY AND NATIONAL SECURITY
(Spring)

Considers contemporary monetary theory and the historical development of monetary policy as they affect national security. Monetary policy decisions vital to the stability of the U.S. economy during times of peace or war and their impact on international economic activities and national security are emphasized. Topical areas include monetary and income theory, stagflation, financial markets, the monetary-fiscal debate, role and policies of the Federal Reserve System, linkage of domestic and international money markets, and money as a strategic resource.



ICAF students benefit from close proximity of national decision-making centers

206 THE UNITED STATES AND THE DEVELOPING WORLD
(Spring)

Examines factors in the development of the Third and Fourth Worlds that are relevant to U.S. economic, political, and security interests. Topics include the evolution of development theories and policies in the past thirty years, the complex economic-social-political nature of development, commodity export dependency and the particular case of oil, and the impact of the present international economic system on development. Issues in the North-South debate on a new international economic order will be examined critically. Guest speakers will lead discussions of key questions on the international environment for development. The course concludes with a series of short student-led seminars on topics related to development.

207 INTERNATIONAL STRATEGIC ECONOMICS
(Spring)

Surveys the entire field of international economics in the context of national security. Four areas are examined: the international monetary system; the developing countries and national security; the security dimensions of trade relations; and economic interdependence. Among the institutions studied are: the IMF, IRBD, Eximbank, GATT, the European Economic Community, the Latin American common markets, and the OECD.

209 POLITICAL ECONOMY OF SOCIAL ISSUES
(Spring)

A study of economic dimensions of selected social issues in the United States having relevance to the Armed Forces. In a setting of increased competition for resources between defense activities and domestic social programs, this course examines the resource implications of poverty, discrimination, health care, and pollution control. Comparisons are made of alternative policy options currently being considered for helping the poor, caring for the sick, and combatting pollution. The ramified effects on the military Services of some current and prospective initiatives in these areas are addressed.

210 ECONOMIC PROBLEMS OF AMERICAN INDUSTRY
(Spring)

Examines problems, current and important, common to most American industries. The issues to be analyzed include changes in the structure of American industry; the role of competition, domestic and foreign; market and nonmarket responses to increased competition; pricing and wage policies; technology transfer and the role of the multinational corporation; and antitrust and industrial policies. These topics are examined from applied and empirical perspectives.

PUBLIC ADMINISTRATION (220-229)

220 THE FEDERAL BUDGET PROCESS
(Fall) (half-credit)

Involves the study of Federal budgeting concepts and their relationship to the budget process. Provides an executive-level understanding of agency and departmental budget formulation under Office of Management and Budget

(OMB) guidelines. Additional topics include the OMB review leading to the President's budget, congressional hearings, appropriation and expenditure controls, budget execution, and the latest practical applications within the Federal Government.

221 MODERN PUBLIC ADMINISTRATION: ISSUES AND PROBLEMS
(Fall and Spring)

Seeks to advance the student's knowledge and understanding of all the principal aspects of administration in the public sector, with primary emphasis on the Federal Government. The objectives of the course are: (1) to acquaint students with contemporary issues and problems associated with decisionmaking in the governmental sector of the United States, (2) to familiarize students with the roles and the relationships of political executives, career public administrators, and other groups in policy formulation and program development, (3) to inform students of the particular requirements and means for organizing and staffing public agencies, and (4) to instill appreciation for the utility and relevance of classical and modern theories of public administration.

222 LAW FOR DEFENSE MANAGERS
(Spring)

Presents specific areas of the legal field that the defense manager may encounter. Provides students the opportunity to appreciate the legal process associated with identifying and solving legal problems. Stresses the importance of legal review in the decisionmaking process. Topics covered include installation management law, laws of warfare, legal aspects of public sector labor-management relations, standards of conduct, Federal acquisition law with emphasis on contract disputes and appeals, judicial review of military administrative actions, and recent developments in military criminal law. The course is intended for those possessing little or no formal background in procurement or business law.

223 MOBILIZATION LEGISLATION
(Spring)

Examines U.S. laws that authorize and regulate the President in calling a national emergency. Assesses the impact of such legislation in the past and in the present, especially as it affects bureaucratic, presidential, and congressional roles. Analyzes especially the Defense Production Act of 1950, the War Powers Act of 1973, and the National Emergencies Act of 1976. Discusses the lessons regarding the statutory basis for mobilization derived from mobilization exercises since 1978. Identifies and analyzes the major problems and issues that influence legislation now and in the future.

224 POLICY ANALYSIS METHODS FOR ASSESSING DEFENSE REQUIREMENTS
(Fall and Spring)

Policy analysis is an evolving field which involves the application of systematic methods from various disciplines to policy problems. This course provides a case study approach to assessing United States defense requirements in terms of these methods. The methods examined include measures of system effectivenesss, modelling, balance assessments, and war

gaming. The impact of political issues, technology, and competition on defense policy issues is also considered, and the relative roles and interactions developed. The defense areas to be examined include strategic forces (offensive and defensive), the NATO central front, naval forces, and power projection forces.

225 PUBLIC POLICY ANALYSIS
(Fall)

Deals with the various concepts, techniques, and processes by which public policy analysis is conducted in the Federal Government. Applies these concepts, techniques, and processes to the political, economic, and social aspects of the U.S. industrial policy/national planning proposals and their implications for national security. Six industrial policy/national planning proponents and opponents will present their respective views and positions, to be followed by class analysis and recommendations, including drafting proposed legislation. Two field visits are planned.

227 THE PLANNING, PROGRAMMING, AND BUDGETING SYSTEM
(Spring) (half-credit)

An in-depth inquiry into the planning, programming, and budgeting system (PPBS) in the Department of Defense. Areas covered are how national security policy is translated into military requirements; the use of systematic analysis to make choices; and the values, roles, and institutions related to PPBS. Participants will be provided with the basic tools with which they may operate at an executive level in the PPBS environment.

228 GOVERNMENT AND INDUSTRY RELATIONS
(Fall)

A study of the policies associated with the power of the Federal Government to regulate and promote industry. Topics covered include the constitutional powers of the Federal Government to regulate industry, the evolution of these powers through legislation and judicial interpretation, antitrust law, administrative regulation of business, protection of business, the impact of antitrust and regulatory enforcement on defense contractors, the resultant effect on mobilization and surge capability, and alternatives to present policies and programs.

STRATEGY AND WAR (230-239)

230 TECHNOLOGY AND THE ART OF WAR
(Fall)

An examination of the effects of military technology on the way armed forces plan and conduct military actions. Emphasis is on changes in military organizations, logistics, and combat operations. The course discusses the technological dimensions in terms of both deterrence and warfighting. It provides a historical perspective as well as an analysis of current problems and issues associated with the introduction of new weapons and military equipment. The focus is on the links between the products of research and development and their battlefield utilization.

Symposium reception, Rotunda, Roosevelt Hall

232 GLOBAL RESOURCES AND NATIONAL SECURITY
(Fall and Spring)

Examines selected global resources, technologies, and issues that bear on U.S. national security policy, such as exploitation of seabed minerals, use and control of nuclear technology, and international commodity agreements. Addresses the geography, politics, and economics of these global phenomena and methods of conceptualization, analysis, and synthesis. Members of the seminar group are expected to design, explore, and critically assess U.S. policy options and evaluative criteria that bear on the topics selected for intensive study.

233 FUNDAMENTAL IDEAS: CLASSICAL READINGS IN POLITICAL THOUGHT
(Spring)

Provides an opportunity for development of greater depth and historical perspective in selected areas of study relating to U.S. national interests and security. Students read from a preselected list of books, including Toqueville's *Democracy in America,* Machiavelli's *The Prince,* and *The Federalist Papers,* and analyze the inherent contributions made by these classics, which have remained relevant over the years and are very much a part of contemporary thinking. Students read and then discuss the books with peers and faculty.

234 FUNDAMENTAL IDEAS: CLASSICAL READINGS IN MILITARY THOUGHT
(Fall)

Provides an opportunity for greater depth and historical perspective in selected areas of study relating to U.S. national interests and security. Students read from a preselected list of books including Sun Tzu's *The Art of War,* Mahan's the *Influence of Seapower Upon History,*and Clausewitz's *On War,* and analyze the inherent contributions made by these classics, which have remained relevant over the years and are very much a part of contemporary thinking. Students will read and then discuss the books with peers and faculty.

235 POLICY ANALYSIS AND RESEARCH AT THE NATIONAL SECURITY COUNCIL
(Fall, second half, and Spring)

Develops the nature of "policy" and its constituents, together with the several different kinds of analytical and organizational techniques necessary to build policy in national security affairs. Covers problem definitions, approaches to the development of options and alternatives in the executive branch interagency system, and the techniques needed to provide advice to the National Security Adviser and the President. The aim of the course is to develop the main themes of analysis of unique and complex national security problems and to address ways of obtaining successful policy analysis (including the handling of crisis), along with descriptions of obstacles and difficulties in imaginative analysis. Lectures, cases, and readings will be used to give the students a grasp of policy, supporting analysis, and execution, as they interact in the NSC.

236 CONTEMPORARY AFFAIRS AND ISSUES
(Fall, second half) (Spring) (one-and-a-half credit)

Designed to encourage a dialogue concerning national security matters of current interest to NDU students, the civilian academic community, and selected special interest groups (i.e., antinuclear, environmental, diarmament). Opportunities to meet with the various groups will be arranged through campus appearances, guest speaker sessions, and classroom visits by selected panel members. As current defense issues are identified, the discussion will develop around such topics as national strategy, military posture, global and regional interests, the volunteer Armed Forces, material and budgetary concerns, and issues raised by visiting groups. Course begins in the second half of the fall semester and continues through the spring semester.

237 MILITARY FORCES IN THE THIRD WORLD: DECISIONMAKING AND WEAPONRY

Examines the characteristics and arms of the armed forces in key Third World countries, including their defense policies, decision-making process, social traits, organization, weaponry, industrial bases, and manpower components. Explores the relationship of these armed forces to U.S. national security interests and the problems and issues associated with such military forces.

MANPOWER RESOURCES (240-259)

241 THE EXECUTIVE FUNCTION: CONFLICT AND COOPERATION
(Spring)

This executive development course examines a comprehensive theory of cooperative behavior and the origin of the need for cooperation implicit in formal organizations. It examines organizational effectiveness (which is measured against organizational purpose) and organization and individual efficiencies (which are measured against individual motives). Throughout, the course emphasizes and examines, in depth, the executive processes which must relate the organization to its external environment, while simultaneously providing internal satisfactions to its members. Primary attention is given to the role and responsibilities of senior executives in those processes.

242 ANATOMY OF LEADERSHIP: IMAGES AND REFLECTIONS
(Spring)

Presents the major theories and concepts drawn from the field of behavioral science which relate to military leadership in the contemporary social environment. Provides an opportunity for students to analyze those factors which have contributed to developing effective leadership models during times of both war and peace. Several retired senior flag and general officers and civilians serve as distinguished expert guest panelists. They provide their perspectives and viewpoints concerning successful applications of the theoretical models of leadership by U.S. leaders in World War II, Korea, and Vietnam. Students are also prompted to make comparisons between U.S. and Soviet perceptions of leadership. Each student is required to write a paper critically analyzing a contemporary application of leadership in the military.

243 ORGANIZATIONAL COHESION IN THE MILITARY
(Fall)

Consists of an analytical examination of the nature of group cohesion in the military, and its relationship to military effectiveness. Some of the factors analyzed are policies that affect cohesion, kinds of authority, values of members, ethical standards, the military family, ethnic minorities and women, national will, the all-volunteer force, and grass-roots activities. These factors are examined within the context of the larger society, as its values and attitudes are related to the national security and the military. The course features a balance of theoretical and operational concepts. Students will be required to write a 2,000-word thinkpiece, grounded in research, which deals with one of these factors. (Emphasis will be placed on how military power promotes greater cohesion.)

245 FEDERAL MEN AND WOMEN AT THE TOP: MANAGING FOR PRODUCTIVITY
(Fall) (half-credit)

Executive positions in business, industry, and government are no longer the uncontested entitlement of males; women are achieving these upper areas of responsibility in increasing numbers. This elective will focus on men and women at the upper executive levels and assess the difference, if any, in what skills these individuals have. A foundation for this assessment will be viewed from the perspective of men and women as individuals, the organizations for which they work, and the expectations of the environment of which they are members.

246 MILITARY FAMILY STUDIES
(Spring)

Examines current research on military families and the impact of policies on them. The correlation between the readiness and retention of military personnel and their families' satisfaction with military life is of concern for all military leaders today. Areas of investigation will include the provision and effectiveness of support services; the cause and effect of isolation experienced by military families; the impact of deployment, separated duty, moving, and overseas duty on the entire family; potential roles for military spouses; and the leader's role in support of families of personnel in his or her command.

247 DOD MANPOWER PLANNING AND MANAGEMENT
(Spring)

Examines in detail the Reserve Components of the Army, Navy, Marine Corps, Air Force, and Coast Guard; the mental, moral, physical, and age standards for enlistment and retention; the requirements and capabilities of the Selective Service System; and selected problems associated with conscription. Students will be required to write a 1,500-2,000 word paper, dealing with one of the problems associated with conscription. The paper will contain the student's suggested recommendations for dealing with the particular problem.

248 FOREIGN MILITARY MANPOWER SYSTEMS
(Fall)

Examines manpower and personnel management systems in the regular and reserve components of selected allied nations, with special emphasis on

Israel, West Germany, and Canada. Recruitment, training, commissioned and noncommissioned officer development are discussed along with other matters that may be of special interest. Mobilization issues are given special attention.

249 PRODUCTIVITY IN ORGANIZATIONS

This course will survey a broad range of theories, concepts, and techniques pertaining to the improvement of productivity within organizations. The course will begin with a survey of several theories of motivation, to include those of Taylor, Maslow, Herzberg, McClelland, and Skinner. Next will follow an examination of various approaches to improving productivity. The course will focus on the potential value of expanded application of these concepts within the Federal Government and defense industry.

251 THE COMMANDER AND THE MEDIA
(Fall and Spring) (half-credit)

Through a combination of instruction and extensive practical exercises, this course increases personal skills for dealing with media representatives. Students assume the role of a commander in several ongoing case study scenarios, meeting press and television reporters in various situations, and reviewing their performances via videotape recordings under professional guidance. The course may be matched with another half-credit course offering to achieve full credit, or taken as an overload course, since there are no homework requirements.

252 MEDIA TECHNIQUES
(Spring) (half-credit)

Designed as a follow-on for the *Commander and the Media,* but, with the instructor's permission, may be taken without having completed *The Commander and the Media.* It provides additional practical work (television studio interview), includes student reports and discussion, and features a military public affairs official and a representative of the media as guest speakers.

256 CREATIVITY: CONCEPTS AND IMPLEMENTATION
(Fall)

Addresses creativity (new and useful alternatives for meeting old and new problems), the role innovation can play in recognizing and grasping opportunities that continually face large industrial and bureaucratic organizations, and the importance of understanding the creative process, the creative person, the creative product, and the situation ripe for innovation. Seeks to explore the latest frontiers of the creative individual, the creative group, the creative organization, and creative leadership. The purpose is to provide a forum to discuss new approaches in applied creativity. Focuses on the mechanics of creativity, the management of innovation, the recognition of personal and organizational inhibitors to creative thinking, and the understanding of varied creative development technologies.

257 CREATIVITY: APPLICATIONS IN PROBLEM-SOLVING AND DECISIONMAKING
(Spring) (half-credit)

An adaptation of Elective Course 256, *Creativity: Concepts and Implementation,* which concentrates on application. It introduces and

describes the nature of and usefulness of the psychological components of the creative process and the function of the brain as it relates to creativity. Creative problem-solving and decisionmaking are introduced through involving the student in applying the systematic Parnes-Osborne method. The principal focus of this method is on idea generation as the key to solutions of complex problems and difficult decisions, wherein federal sector examples will be used. Readings, discussion, and directed practice lead the student to solve a problem he or she has chosen.

MATERIAL AND INDUSTRY (260-279)

261 DEFENSE SYSTEMS ACQUISITION
(Fall) (half-credit)

Designed primarily for the student who has little or no experience in defense systems acquisition. It provides an overview of the formalized systems acquisition process and its underlying philosophies, concepts, and application in the Department of Defense. Topics covered include the evaluation of systems acquisition management, the systems approach, the systems life-cycle, defense systems acquisition cycle, techniques of defense project management, and major problems and issues associated with the acquisition process.

262 DEFENSE CONTRACTING
(Spring)

Designed primarily for the student who has had little or no experience in the world of defense contracting. Students become familiar with the major policies guiding defense procurement and develop a knowledge of the concepts and principles, language, and functions involved in defense contracting. Current problems and issues will be addressed.

265 STRATEGIC MOBILITY
(Fall) (half-credit)

Provides an overview of the major issues affecting strategic mobility. Assesses the status of Service programs designed to overcome shortfalls. Emphasis is placed on the ability to deploy and sustain forces in all theaters. The goal is to acquaint the student with the size of the mobility requirement, the current mobility capability, the planning interface for determining medical evacuation requirements, and the adequacy of existing improvement programs.

266 DEFENSE CONTRACTOR MARKETING STRATEGIES
(Fall) (half-credit)

Provides a perspective from the defense contractors' viewpoint on the weapons systems acquisition process. It is specifically designed to provide an understanding for Government representatives of what the contractor does and the problems he encounters during the life cycle of a weapons system. Topics to be covered will include: information gathering; analyzing the customer; competition and marketing forces; proposal preparation (planning, costing, and pricing, draft RFPs); subcontractors; keeping the

award "won" (relationships with the program office, DOD, and the Congress); interim contractor support vs. organic maintenance; etc. Designed for the student with some familiarity with the weapons systems acquisition process.

267 LOGISTICS MANAGEMENT: ISSUES AND PERSPECTIVES
(Spring)

An executive-level study of logistics as it is practiced in the Department of Defense. Emphasizes the joint approach, but also treats logistics issues within the Services. Selected logistics practitioners from DOD present current logistics issues affecting their agencies and discuss command and managerial actions being taken to resolve these issues. Individual topics are chosen to provide coverage across the spectrum of logistics functions.

270 FINANCIAL MANAGEMENT IN INDUSTRY
(Fall)

Provides an understanding of the financial management systems utilized to control industrial and bureaucratic organizations. Specifically designed to help public-sector managers understand the financial orientation of the industrial manager. Students analyze financial reporting practices in order to comprehend fully the capacity of industrial firms to support DOD requirements for weapons systems, commodities, and services under peacetime and wartime conditions. Students learn the techniques of financial analysis, and apply them in a paper analyzing the financial situation and capabilities of a particular firm.

NATIONAL WAR COLLEGE ELECTIVE COURSE DESCRIPTIONS

INTERNATIONAL POLITICS AND ECONOMICS (300-319)

303 NEGOTIATING PRINCIPLES AND PRACTICES
(Spring)

An examination of negotiating principles and practices, their application in different negotiating styles with emphasis on the differences between Soviet and U.S. approaches; and the role of negotiations in diplomacy and developing national security policy. The focus of the course will be on the design of negotiating strategies and the conduct of negotiations.

304 DYNAMICS OF INTERNATIONAL ECONOMICS
(Fall)

Course surveys major economic issues facing the U.S. and the world in coming years. It provides a layman's approach to real world economic problems described in everyday terminology. The relationship between domestic and international economic policies is discussed with attention focused on: U.S. economic performance and interdependency, European

economic performance and prospects, Japanese economic prospects, Third World development problems, and Soviet economic performance in coming years. The course concludes with an examination of what current economic trends imply for future U.S. international relations.

DEFENSE POLICY, STRATEGY, AND PLANNING (320-339)

320 U.S. SPACE POLICY
(Spring)

This course examines the characteristics of space as an arena for military activities as well as peaceful developments. U.S. policy in space and constraints on that policy are examined from many perspectives.

321 MILITARY HISTORY: PRE-20TH CENTURY WARFARE
(Fall)

An historical examination, by means of case studies, of the evolution of warfare and the different forms it has taken from Thucydides to the Boer War, including the observations of Clausewitz. The correlation between political ends and military means is stressed. The course method consists of reading and class discussion to gain insights into current problems.

322 MILITARY HISTORY: 20TH CENTURY WARFARE
(Spring)

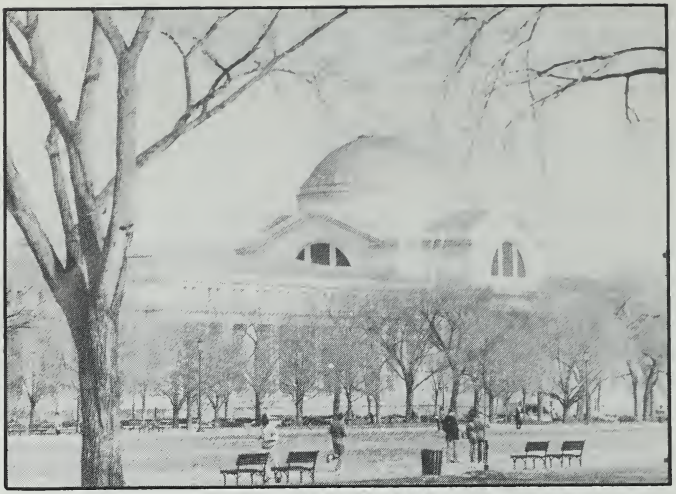
An historical examination, using case studies, of different kinds of wars in the 20th century, how they have evolved and been prosecuted; includes the theories of Mahan, Douhet, and Brodie. The correlation between political ends and military means is stressed. The course method consists of reading and class discussion to gain insights into current problems.

323A APPROACHES TO STRATEGY AND STRATEGIC ANALYSIS
(Fall)

An examination of strategy as a discipline or field of study. The focus of the course will be on various theories and concepts of strategy, qualitative and quantitative approaches to strategic analysis, and the logical and conceptual requirements fundamental to strategy development.

323B NUCLEAR STRATEGY
(Spring)

This seminar will focus, by a close reading of the originals, on some "classics" of post-1945 strategic writing, sorting out various concepts of nuclear war, limited war, and guerrilla war, stressing writings which captured a wide audience at the time they were published. The seminar will be parallel in format, but does not require as a prerequisite Elective 323A taught in the Fall. Among the works to be discussed will be Brodie, Borden, Wohlstetter, Ikle, Morgenstern, NSC-68, Herman Kahn, Pierre Gallois, George Kennan, Schelling, Mao, and other writings on guerrilla war.



Fort McNair's Neighbors

324 ARMS CONTROL AND NATIONAL SECURITY
(Fall)

An examination of arms control as an element in national security policy and strategy. The course will focus on arms control as a means and as an end with special emphasis on the lessons to be learned from selected arms-control negotiations, e.g., START, SALT, MBFR, Nuclear Test Ban, incidents at sea, and others; and on the prospects for success in arms control.

326 CHALLENGES OF INTERNATIONAL TERRORISM TO U.S. FOREIGN POLICY
(Spring)

Deals with characteristics of terrorist groups, causes, tactics, regional trends, probable countries, and the issue of state terrorism. Analyzes approval of U.S. Government in terms of policy, preemption, changes of law, role of intelligence and diplomacy, future trends and issues.

327 INSURGENCY AND REVOLUTION
(Fall and Spring)

A systematic comparative examination of historical and contemporary insurgencies with respect to their goals, strategies, and techniques. The strengths and weaknesses of the various cases are analyzed in terms of environment, popular and external support, organization, unity, and government response.

329 NATO: THE MILITARY PERSPECTIVE
(Spring)

An examination of NATO's history, organizational structure, capabilities, and strategy. The major emphasis will be on NATO's military strategy: its strengths, weaknesses, constraints, and reinforcement and employment issues. The course includes an assessment of the capabilities of the Warsaw Pact and the nature of the threat it poses.

330 NAVAL STRATEGY
(Fall and Spring)

A critical analysis of ideas and events to afford a surer sense of how navies can be used, to identify what elements are critical to their success, and to sharpen perceptions in the analysis of strategic proposals. To build a set of ideas which are then tested against current naval issues, the course uses what naval philosophers have written and how navies have been used. Students are expected to develop an intellectual framework with which they can confidently assess any naval strategy.

332A STRATEGIC PLANNING: JOINT AND COMBINED OPERATIONS
(Fall)

This course is an examination of the unique problems of coalition warfare, or more specifically of combined combat operations. Its primary focus is on current problems of combined operations. There are, however, some historical cases as background to the current problems.

332B JOINT AND COMBINED OPERATIONS, Part II
(Spring)

This course is a study of combat operations. It is a study of the "friction" of combat which comes from operating with other Services or other nations. It is the continuation of 332A which focuses on joint operations. The first three sessions will continue the analysis of joint operations. The final nine sessions will focus on combined operations. Although priority will be given to those who took 332A, that course is not required for 332B. SI Clearance is required.

333 U.S. STRATEGY AND FORCE PLANNING
(Fall)

An examination of the background, process, and issues in U.S. force development and force employment planning. The course will focus on the military at the national level, but will include the interactions with NSC/OSD and the CINCs. The emphasis will be on current, specific issues.

338 ISSUES IN THE POLITICAL USE OF MILITARY POWER
(Fall)

An examination of a number of critical issues in the political use of military power. The course will focus on the peacetime use of U.S. military forces, the role of military forces in crisis management, the limited use of force in the Korean and Vietnam wars, the requirements for deterrence of Soviet conventional attack, and the objectives of nuclear planning. The issues will be explored through theoretical readings as well as case studies.

339 ISSUES IN U.S. NATIONAL SECURITY POLICY
(Spring)

An examination of a number of critical issues in U.S. national security policy. The course will begin with a general introduction as to how to think about U.S. national security problems. It will then look at specific issues involving: strategic nuclear forces; the United States, Europe, and the NATO alliance; strategy in Southwest Asia; and U.S. security interests in East Asia. It will conclude with a discussion of future issues and problems.

FOREIGN AREA AND COMPARATIVE DEFENSE STUDIES (340-359)

341A AFRICA, SOUTH OF THE SAHARA: BACKGROUND TO CONTEMPORARY ISSUES
(Fall)

An examination of key elements of the African socio-political environment with primary focus on basic geographical, ethnic, historical, and cultural forces influencing contemporary issues. The course seeks to provide the necessary concepts and basic data for analyzing contemporary issues and determining the significance of these issues for U.S. national security interests and policy concerns.

341B AFRICA, SOUTH OF THE SAHARA: CONTEMPORARY ISSUES AND NATIONAL SECURITY INTERESTS
(Spring)

The course identifies and appraises U.S. national security issues and concerns in Sub-Saharan Africa within the context of contemporary policy issues. These issues range from a consideration of communist activities in Africa and the appropriate U.S. policy response, to a consideration of political instability and conflict in southern Africa, and whether or not U.S. policy approaches serve long-term security interests. The course attempts to examine and evaluate U.S. policies on these and a variety of other security issues in Africa. The African perspective on these issues will receive major emphasis.

342 ARMED FORCES OF THE SOVIET UNION
(Fall and Spring)

An examination of the historical roots of the Soviet armed forces, their evolution, structure, organization, and roles and missions. Particular attention will be given to the economic and demographic base of the armed forces and their relationship to the Soviet leadership and Soviet society.

344 COMPARATIVE DEFENSE POLICY AND STRATEGY
(Fall and Spring)

A systematic comparative examination of the defense policies and strategies of selected countries critical to U.S. security interests. The course will focus on the content of defense policies and strategies, factors influencing their development, and the processes of defense decisionmaking.

345 THE CONTEMPORARY MIDDLE EAST AND NORTH AFRICA: SOCIO-POLITICAL CONTEXT
(Fall)

An assessment of situational factors—i.e., history, religion, cultural pluralism, ideology, nationalism, social stratification, and political style—which affect the domestic and foreign policies of the countries of the Middle East and limit the influence of outside powers.

346 THE CONTEMPORARY MIDDLE EAST AND NORTH AFRICA: CONFLICT AND COMPETITION
(Spring)

An examination of patterns of violence and competition in the Middle East and North Africa which focuses on internal, regional, and global conflicts and the interrelationships among them. *Prerequisite:* The Contemporary Middle East and North Africa: Socio-political Context or permission from the Course Director.

348A LATIN AMERICA AND U.S. INTERESTS
(Fall)

An examination of the subregions, selected countries, and U.S. interests in Latin America. The focus of the course will be on the nature of U.S. interests in the region, factors influencing regional states' domestic, foreign, and defense policies, the implications of these policies for U.S. interests and U.S. policy requirements.

348B LATIN AMERICA AND U.S. INTERESTS
(Spring)

An examination of the evolution of United States-Latin American relations. The focus of the course will be on U.S. policies toward Latin America and Latin American responses. Particular attention will be devoted to the articulation of U.S. interests and policy formulation and implementation

349 NORTHEAST ASIA AND U.S. INTERESTS
(Spring)

An examination of Northeast Asia and U.S. interests. The focus of the course will be on the nature of U.S. interests in the region, factors influencing regional states' domestic, foreign, and defense policies, the implications of these policies for U.S. interests, and U.S. policy requirements. Particular attention will be devoted to Soviet interests and influences in the region and to Japan's role and policies.

350 PEOPLE'S REPUBLIC OF CHINA
(Fall)

An introduction to the People's Republic of China (PRC) and its domestic, foreign, and defense policy. The focus of the course will be on the nature of U.S. interests as they relate to the People's Republic, factors influencing the PRC's domestic, foreign, and defense policy, and their implications for U.S. interests and U.S. policy requirements.

351 SOUTHEAST ASIA AND U.S. INTERESTS
(Spring)

An examination of the subregions, selected countries, and U.S. interests in South and Southeast Asia. The focus of the course will be on the nature of U.S. interests, factors influencing regional state's domestic, foreign, and defense policies, and the implications of these policies for U.S. interests and U.S. policy requirements.

352 THE SOVIET UNION; DOMESTIC FACTORS:
(Fall)

An examination of the political system of the Soviet Union and its operation. The focus of the course will be on the Communist Party and the Soviet political system, Soviet domestic policies, and factors influencing their development. Particular attention will be paid to Soviet domestic problems, efforts to resolve them, and their implications for U.S. policy.

353 THE SOVIET UNION: FOREIGN POLICY
(Spring)

An examination of current Soviet foreign policy. The focus of the course will be on the content of current Soviet foreign policy, factors influencing its development, and the policy formulation process. Particular emphasis will be given to the Soviets' conduct of diplomacy and to the implications of Soviet policies for U.S. interests.

354 WESTERN EUROPE AND U.S. INTERESTS
(Fall)

An issue-oriented examination of U.S.-West European relations. The focus of the course will be on issues arising out of European political and economic developments, NATO and the Atlantic Alliance, the European Communities, the factors that influence them, and their implications for U.S. security interests and policy.

355 EASTERN EUROPE AND THE WARSAW PACT
(Spring)

An examination of the Warsaw Pact as an organization for coalition warfare and the organization, capabilities, and doctrine of the non-Soviet Warsaw Pact militaries. Each of the countries—East Germany, Poland, Czechoslovakia, Hungary, Romania, and Bulgaria—is examined in detail. In addition, there is a review of some of the collective activities of the Warsaw Pact, such as military exercises.

U.S. POLICIES, DOMESTIC PROCESSES, AND POLICY FORMULATION (360-375)

360 ETHICS, THE PUBLIC SERVANT, AND WAR
(Fall and Spring)

An examination of the nature and scope of morality, the moral dimensions of public service, and the morality of war. Beginning with a consideration of classic moral theories, the course will move to the application of these theories to professional problems such as careerism, whistleblowing, conflicts of interest, developing ethical codes, nuclear war, and individual responsibilites in war.

361 INTELLIGENCE AND THE NATIONAL SECURITY PROCESS
(Fall and Spring)

A survey course examination of the structure of the U.S. intelligence community, its development, and functioning of the requirements, tasking, collection, production, and exploitation phases of the intelligence cycle. The focus of the course will be on the role of intelligence on decisionmaking and the problem of changing and competing intelligence requirements. Security clearance is required.

362 INFORMATION, THE MEDIA, AND NATIONAL SECURITY
(Fall and Spring)

An examination of the juncture where public affairs of the national security apparatus meets the media and its meaning in terms of national security policy. The course includes discussions with leading media participants and public affairs officials of the executive branch. Some emphasis is given to the international role of information, both Soviet and U.S.

365 U.S. DECISIONS FOR WAR
(Fall and Spring))

A survey of U.S. decisions for war from 1812 to Vietnam. This course highlights the policy relevance of similarities and differences in past decisions for war, with particular attention to the views of key executive and legislative branch decisionmakers against the background of likely future war scenarios.

366 NATIONAL SECURITY ISSUES: MEMOIRS
(Spring)

This is a group tutorial designed to provide a forum for systematic reading and discussion of recently published memoirs by former Presidents, National Security Advisers, Secretaries of State, and other key policy officials. Concentrates on the Nixon and Carter administrations with emphasis on organizing for foreign policy, Soviet relations and SALT, the opening to China, Middle East diplomacy from the shuttle to Camp David, Watergate, the Iranian hostage crisis, and other key events.

368 DOMESTIC FACTORS AND NATIONAL SECURITY
(Spring)

This course will look at the U.S. domestic political environment and how it shapes and influences national security. Factors to be examined are: American political parties; campaigns and elections; interest groups; and state and local government. Trends to be examined include the contemporary state of American political parties, changing public opinion with regard to national security issues, and fiscal challenges to subnational governments.

369 THE PRESIDENCY AND NATIONAL SECURITY
(Spring)

An examination of the contributions of the President and presidential institutions to U.S. defense policy. Emphasis is on the organization of the modern presidency as both a political institution and social system. Topics to be covered include presidential policy relationships with Congress, DOD, JCS, press and public, presidential powers, presidential personalities and characters, and reform of the presidency.

370 CONGRESS AND NATIONAL SECURITY
(Fall Spring)

This course emphasizes the distinctive characteristics of Congress as a political institution, and examines how these traits impact on national security policy formulation. It will cover structural aspects (committees, party organizations, procedures, the budget process), decisionmaking, policy relationships, and major issues. The purpose of the course is to learn about and experience the congressional environment.

371 INTERFACING WITH CONGRESS
(Spring)

This is an advanced course in legislative studies and analysis that will build upon the broad survey presented in the basic course, 370, and the core. A more

in-depth study will be made of congressional elections, committees, leadership, and the decision process. The second half of the course will focus on legislative liaisons, how it is done, what is right and what is wrong, and how to do it better. The seminar will feature meetings on the Hill with members of Congress performing instructional roles.

372 THE NATIONAL SECURITY AGENCY
(Fall and Spring)

A detailed examination of Signal Intelligence (SIGINT) and Communications Security (COMSEC) as conducted worldwide by the National Security Agency/Central Security Service and its military service cryptologic elements, on behalf of both national and military command authorities. The SIGINT portion of the course will include SIGINT targets, methods, assets, deployments, collection and processing technologies, requirements and reporting mechanisms, and support to military operations. The COMSEC portion focuses on foreign threats to and successes against U.S. communications and U.S. code, encryption cipher, and technologies and devices. (Compartmented security clearance required.)

373 THE LEADERSHIP OF LARGE AND COMPLEX ORGANIZATIONS: CHALLENGES FOR THE 1980s
(Spring)

A conceptual and practical examination of leadership challenges facing leaders of large (in excess of 1,000 personnel) and complex (agency, service, joint, and international divisions and staffs) organizations where the leader cannot be in close contact with all his subordinates and/or cannot be knowledgeable of the details of the many diverse issues for which he is responsible. Course examines military, agency, and business leadership experiences and issues.

375 THE BUDGET AND NATIONAL SECURITY
(Fall)

As the budget is the Nation's number one political and priorities document, it involves both the security of the country and the safety of the people. An understanding of the way budget procedures work is therefore critical to the security policy of the United States. The procedures include the timetable for action and the conflicts and compromises between and among the President, the Congress, and the agencies responsible for their execution. National security policy is a child of the budget and is implemented by the decisions that both the President and Congress make not only concerning its general thrust but its detailed elements. While the process may appear to be routine and mundane, the reality is that he who controls the budget, controls the policies.

RESEARCH SEMINARS (400-420)

Each year a small number of research seminars are offered by faculty of the National War College and the Industrial College of the Armed Forces, and by fellows of the Strategic Concepts Development Center and the Mobilization Concepts Development Center. The topics of the seminars are determined by

the needs of government agencies and the interests of the faculty. Each seminar is made up of from four to eight students who work on individual papers or chapters united by a common theme.

ARMED FORCES STAFF COLLEGE ELECTIVE COURSE DESCRIPTIONS

ARMS CONTROL AND THE MILITARY PLANNER (7S01)

The course reviews the history of U.S.-U.S.S.R. arms competition and examines the nuclear weapons arsenals of both sides. Current targeting doctrines of the United States and the Soviet Union (SIOP and RISOP) are discussed early in the course to set the stage for an examination of U.S. strategic doctrine as it has evolved over the past four decades. The successes and failures of the various efforts to control the competition in nuclear weaponry receive detailed attention as does the progress of current arms control negotiations. The elective is organized into sessions which include both lectures and discussion periods. The contributions of the students themselves, by virtue of their varied (and, in many instances, uniquely relevant) military experience, significantly enrich the course.

THE COMMANDER AND THE MEDIA SEMINAR (7S02)

Experience is the best teacher for dealing with the news media. The student receives that experience playing the role of a commander in a number of typical and realistic news interview situations. Community power groups, press history and theory, and press law are also covered. Sessions consist of six hours of lectures and seven hours of television workshops and critiques.

ADVANCED PROBLEM-SOLVING TECHNIQUES
(TOPIC: COUNTERTERRORISM) (7S03)

The course explains the nature of creative thinking and gives opportunities to practice its application in the problem-solving process. Students form small groups to pursue solutions to the problem of terrorism. They receive brief lectures and numerous practical exercises that teach about creative thinking and how to achieve innovative results during problem-solving. The work in this elective complements the problem-solving involved in the preparation of writing exercises, joint planning problems, and staff action papers.

FOREIGN POLICY SEMINAR (7S04)

The seminar is designed to give basic familiarity with the foreign policy process in the U.S. Government, with emphasis on various approaches to foreign policy formulation. Instruction includes lectures by the International Affairs Adviser, readings, seminar discussions, and oral presentations by selected students.

LAW FOR THE COMMANDER (7S05)

The course is designed to cover current military law issues and problems faced by commanders and staff officers. Focus is placed on nonjudicial punishment, courts-martial, search and seizure, sentencing philosophy, legal

ethics, posttrial review, command influence, and future military justice trends. Service administrative discharge systems are discussed and particular emphasis is placed on the role of the commander as convening authority. Lectures on international law during armed conflict, relations with foreign governments, and the legal ramifications of joint planning procedures are also covered. Some administrative law topics are presented to emphasize examples of practical legal problems faced by the commander. Areas of interest include litigation against the commander, sex discrimination, environmental law problems, and First Ammendment problems, such as demonstrations and literature distribution.

LEADERSHIP SYMPOSIUM **(7S06)**

This course consists of faculty/student-led group discussions, individual presentations, and analysis of selected readings. A field trip is made to the MacArthur Memorial.

TOASTMASTERS INTERNATIONAL **(7S07)**

This course offers a structured program to develop or improve oral communication skills. Participants join in the AFSC chapter of Toastmasters International. During the twelve two-hour sessions, members present prepared and impromptu speeches, evaluate other speakers, and participate in club meetings.

MILITARY BRIEFING TECHNIQUES **(7S08)**

This course offers basic information on military briefing techniques, requires members to prepare and present briefings in designated military settings, and includes constructive discussions about furnishing and interpreting feedback for oral presentations. All presentations are videotaped and made available to each briefer for review.

QUANTITATIVE DECISIONMAKING **(7S09)**

This course is an introduction to fundamental decision models, quantitative methods of decisionmaking, and the application of computers to decisionmaking. It aims toward application rather than theory and shows the student how to develop the necessary foundation from which to use the computer as an aid in decisionmaking. Some topics of computer programming in BASIC are covered, but programming experience or knowledge is not a prerequisite. Linear programming, transportation and cueuing models, and various other subjects are included.

MILITARY HISTORY SEMINAR **(7S10)**

This course gives students the opportunity to study the general history of military alliances and coalition warfare. Through lectures, student presentations, and seminar discussion, it examines the consequences of military alliances and the effects of coalition warfare, with special emphasis on conflicts in which the United States has participated.

Library, Armed Forces Staff College

CIVILIAN PERSONNEL MANAGEMENT (7S11)

This course is designed to give students the basic knowledge required to supervise and manage DOD civilian employees. It consists of lectures and discussions led by local senior civilian and military managers.

AREA STUDIES SEMINAR (7S12)

Two geographic areas are examined to familiarize the student with current regional political and military issues. A student may select either Track I (Middle East/South Asia) or Track II (Latin America), depending on individual preference. Each student is required to give one 20-to-30-minute oral presentation and complete the required readings. Approximately ten hours of class time are devoted to student preparation outside of class and twelve hours in class (two hours per session) to seminar discussion. Tracks I and II meet together. This elective is primarily for the student who is not familiar with one of the geopolitical regions and wants to learn more about current regional security issues. Regional experts, however, such as foreign specialists, attaches, and former embassy personnel, are also encouraged to sign up, since their experience can contribute significantly to the seminar discussions and the learning process. This course is particularly valuable to students anticipating assignment to joint/command staff or overseas missions.

ENGLISH FOR NON-NATIVE SPEAKERS (7S30)

The course consists of four formal classroom sessions, as well as various informal meetings with the instructor. The classroom sessions deal with English sentence and paragraph structure, the punctuation of American English, the preparation and development of a formal English research paper, and documentation of a formal English research paper. These sessions are designed to concentrate specifically on those aspects of written English likely to cause difficulties for even the most advanced students. In conjunction with these sessions, each student is encouraged to meet individually with the instructor for help with the various written assignments which are a part of the AFSC curriculum, in particular the Major Writing Exercise. Individual help may also be provided on aspects of English other than formal written discourse.

LANGUAGE HEADSTART (GERMAN) (7S31)

The course requires from 30 to 100 hours to complete. It uses nine printed modules with corresponding cassette tapes, glossaries, and guides. It is completely self-instructional and requires study outside of scheduled activities.

FINANCIAL PLANNING (7S32)

The course is designed to assist military personnel and their families in understanding the need for adequate financial planning and to introduce them to various financial planning techniques. This is achieved through a series of three two-hour voluntary lecture/discussion seminars. The seminars are held at night and presented by a Certified Public Accountant. The themes of the seminars are income tax planning, investment planning, and estate planning.

CARDIOPULMONARY RESUSCITATION (CPR) TRAINING (7S33)

This American Red Cross Basic Life Support Course includes demonstrations of CPR techniques by a qualified instructor and individual practical application of these techniques by the students on CPR mannequins. Mouth-to-mouth breathing, one-and two-rescuer CPR, obstructed airways, and CPR for children and infants are covered in this eight-hour course. Each student receives an American Red Cross certification upon successful completion of the course.

FAMILY LIFE SEMINAR (7S34)

This elective is organized into lectures, discussions, and student presentations to provide insight into the resources available to strengthen the family units. For maximum benefit, it is preferable that both husband and wife attend and participate. The course covers approximately 24 hours of classroom time. A number of books, pamphlets, and articles are suggested as supplemental reading.

RAPID READING COURSE (7S35)

The course, consisting of six hours of instructional contact time, is designed to increase the student's reading rates through discussion of rapid reading methods and analysis of major reading problems. The course is not a speedreading course. It strives to establish an efficient reading rate, combining speed of reading, comprehension, and flexibility to make reading an effective tool for learning and enjoyment.

STRESS MANAGEMENT (7S36)

The course is designed to give students an understanding of the factors involved in stress. Using videotapes, audiotapes, and workbooks, participants are guided through its physical and mental signals. The students are then taught mental and physical exercises to relieve stress.

CALENDAR OF EVENTS
Academic Year 1985-1986

5 August 1985	Beginning of academic year: Class of 1986 Industrial College of the Armed Forces and National War College
5 August 1985	Beginning of academic program: Class 78 Armed Forces Staff College
19 December 1985 thru 2 January 1986	Holiday recess for students at AFSC
20 December 1985 thru 5 January 1986	Holiday recess for students at ICAF/ NWC
17 January 1986	Graduation, Class of 78, AFSC
27 January 1986	Beginning of academic program: Class 79, AFSC
February 1986	Pacific Symposium
30 March 1986	Capstone Course commences
10-11 April 1986	NATO Symposium (Rome, Italy)
12-26 April 1986	NWC/ICAF Overseas Field Studies
2 May 1986	SSC Sports Day at Carlisle, PA
24 May 1986	Capstone Course Graduation
3 June 1986	Graduation, ICAF
5 June 1986	Graduation, NWC
27 June 1986	Graduation, Class 79, AFSC

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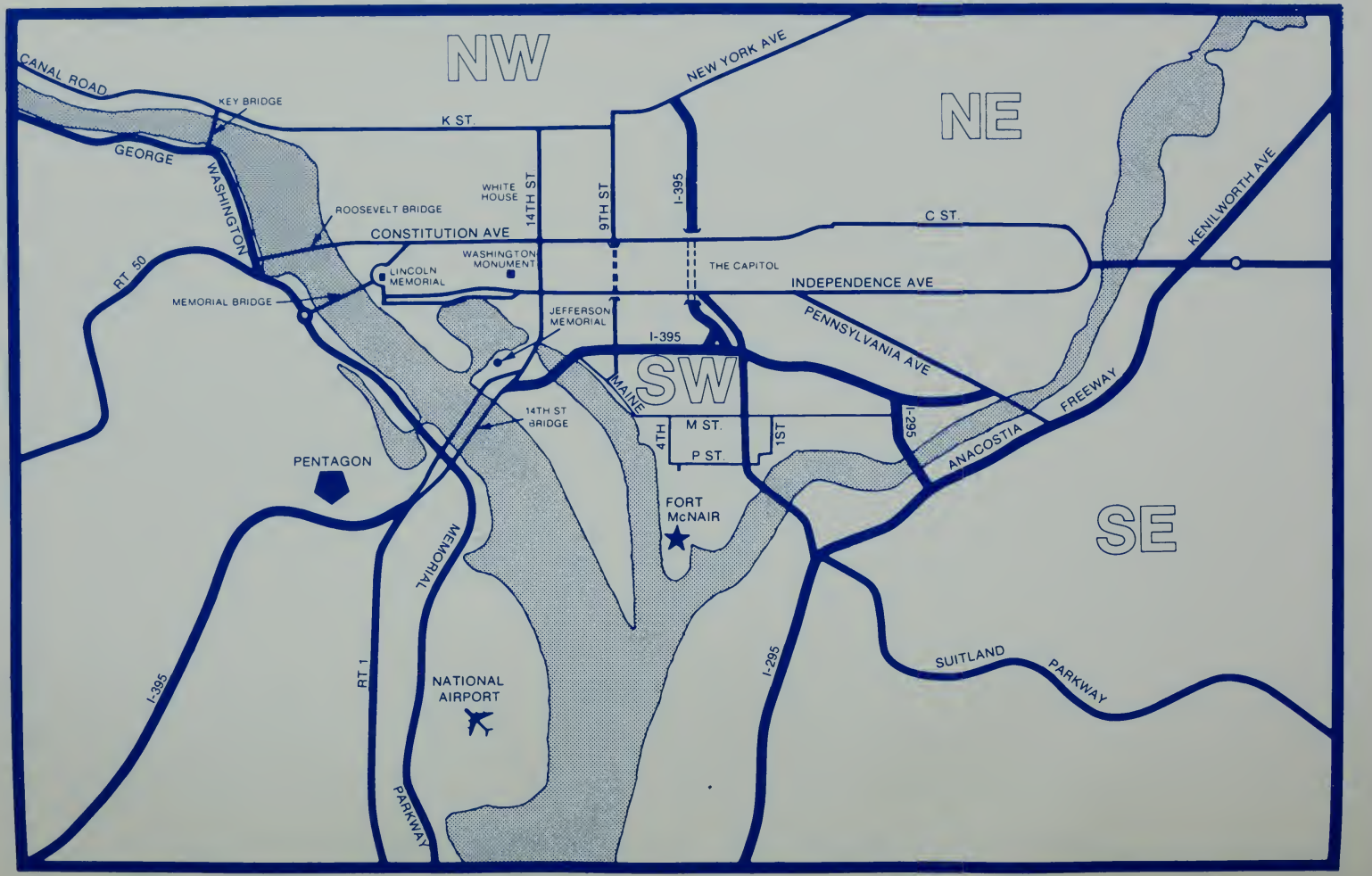
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THE CAPITOL
INDEPENDENCE AVE
MEMORIAL BRIDGE
JEFFERSON MEMORIAL
PENNSYLVANIA AVE
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